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IN-SERVICE EDUCATION AND TRAINING OF VOCATIONAL SCHOOL TEACHERS IN IRAQ:

a study of present provision and future needs.

being a thesis submitted for the Degree of Ph.D

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By

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To my Parents and Wife

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ABSTRACT

Iraq is confronted with the two-fold problem of extending vocational education and improving its quality. To improve the quality of vocational education it is necessary to improve the competence of inadequately trained teachers.

Certain aims were formulated for the study which may be summarised as follows:

1- Exploring and shedding light on the reality of the present situation of INSET activities.
2- Ascertaining the perceptions among teaching staff regarding their INSET needs.
3- Proposing new plans for INSET Programmes.

This study is limited to the Iraqi vocational school teaching staff (both academic and vocational). The study sample was taken from the three representative provinces of Iraq, and four types of questionnaire were developed and used for the four groups (495 teachers and instructors, 42 administrators, 20 INSET trainers and 16 trainees involved in INSET courses). In addition to these, 13 experts and important educators were interviewed.

The study is divided into 3 main parts (and comprise 11 chapters) together with an introductory chapter which reviews available INSET literature:

Chapter 1 deals with a review of the available literature and concentrates on: a definition of INSET, the purpose and importance of INSET, the effectiveness of INSET, assessment of teachers' needs, and finally, some features of INSET

abroad. This chapter aims to provide a theoretical basis for this study, which, together with the field study results, will help in the formulation of some new plans.

Chapter 2 looks at the development of the Iraqi education system (both academic and vocational) in relation to the country's political development. This is essential to an understanding of the background of the teaching force in the vocational school, which directly or indirectly can effect INSET provision and the underlying educational philosophy in Iraq.

Chapter 3 provides a briefly analysis of the policy of teacher preparation in order to highlight the strengths and weaknesses of the present system.

Chapter 4 is devoted to describing present INSET provision for vocational school teachers; it also attempts to identify those problems which may hinder the progress of INSET programmes.

Chapter 5 opens the second part of this study, identifying and stating the problem which this study seeks to solve, and presenting the significance and objectives of the study.

Chapter 6 explains the methodology used in collecting the data and the methods used to analyse and interpret the findings of this study.

Chapter 7 discusses the nature of the sample through the four surveys used in the study.

Chapters 8, 9, and 10 provide detailed analysis and interpretation of data. Chapter 8 is devoted to pre-service

background. Chapter 9 is concerned with past experience of INSET, whereas Chapter 10 deals with teachers' future INSET needs.

Chapter 11 presents the responses of 13 experts and specialists interviewed, to support the investigator's critical evaluation of the information collected by the other methods.

Chapter 12 focuses on proposed (new) INSET plans for vocational teachers in Iraq. The aim of this third part is to support the planners in planning, running and implementing INSET projects. However, the major finding of the study indicates the need for a new policy and plans to be established, commencing with the recommended ways of assessing teachers' INSET needs, and extending to evaluation and feed-back into the INSET system.

Abbreviations

ACAET=	Advisory Committee on the Supply and Education of Teachers. (in England)
ACSTT=	Advisory Committee on the Supply and Training of Teachers. (in England)
ATD =	Agricultural Teachers Department
ATO =	Area Training Organisation. (in England)
B.A. =	Bachelor of Arts.
B.Ed.=	Bachelor of Education.
B.Sc.=	Bachelor of Science.
CATE =	Council for the Accreditation of Teacher Education (in England)
CCTV =	Closed Circut Television
CTD =	Commercial Teachers Department.
DES =	Department of Education and Science. (in England)
D.F. =	Degree of Freedom (or d.f)
DGE =	Directorate General of Education.(LEA in England)
DIT =	Directorate of In-service Training.
ERIC =	Educational Resources Information Centre.
ETI =	Establishment of Technical Institutes
ETV =	Educational TV.
EVE =	Establishment of Vocational Education
FAO =	Foundation of Agricultural Organisation
FE =	Further Education. (in England)
FEU =	Further Education Unit. (in England)
HMI =	Her (his) Majesty's Inspectorate.(in England)
HMSO =	Her (his) Majesty's Stationery Office.(in England)
IAVD =	Institute of Administrative and Vocational Development
ID =	Iraqi Dinar.
INSET=	In-service Education of Teachers or In-service Education and Training
ITD =	Industrial Teachers Department
IT =	Initial Training.
LEA =	Local Education Authority. (in England)
NCCAD=	National Centre for Consulting and Administration Development
NCTCL=	National Conference of Teachers' Centre Leaders (in England)
NFER =	National Foundation for Educational Research (in England)
PGCE =	Post Graduate Certificate in Education. (in England)
RCC =	Revolutionary Command Council (in Iraq)
SSC =	Secondary School Certificate
TID =	Technical Instructors Department.
TT =	Teacher Training.
TTE =	Teacher Training Establishment (s)
UGC =	University Grants Committee. (in England)
VE =	Vocational Education
VS =	Vocational School
VTD =	Vocational Teachers Department
X^2 =	Chi-square

CONTENTS

Part II
What do people want?

Volume II

List of Tables

List of Figures

Volume I

Chapter One

In-service Training for Teachers: a review of the Literature

1.1 Introduction

INSET affects the development of the school teaching personnel, pupils, and the nation. It is not surprising that, as Ream (1966) states, this field of training has always exercised the interest of educators. (1)

A vast amount of literature on INSET exists. Nicholson and Joyce (1976), discovered that the literature on INSET was extensive, They reviewed more than two thousand books, periodicals, and published papers, all of which saw the light of day after 1957. (2) By the 1980s a dramatic increase in volume of this literature had taken place. In the ERIC System alone, hundreds of documents are catalogued, while a multitude of unpublished papers, periodicals, articles in professional journals, dissertations, books and other materials are in existence. Wells (1978) (3) confirmed this state of affairs. Thus the literature of INSET is so extensive that reviewing it is arduous task.

According to Nicholson and Joyce (1976) it is unfortunate that comparatively few of these publications deal with research on INSET. (4) King (1978) states with regard to the literature relating to the professional development of INSET, that research has been carried out in general in four areas: history, trends, criticism, and programmes. (5) This study cannot hope to cover fully such a vast amount of literature in a review but the following

areas will be covered:

1- Definition of INSET.

2- The goals and purpose of INSET.

3. How effective INSET is.

4. Assessment of teachers' needs concerning INSET.

5. Some innovation in the field of INSET overseas.

1.2 A Definition of INSET:

Many terms occur in the literature on INSET which are used interchangeably and frequently, for example, professional growth; professional development, teacher renewal. Educators look at INSET in a variety of ways. Some regard it as a means of introducing regional changes and aims. Others believe INSET is for meeting the teachers various needs, while some consider INSET is for the improvement of professional standards, making educators more efficient in their workplace. Serving the personal needs and interests of teachers or administrators is another perceived role of INSET.

Woods et al (1981) suggested eleven assumptions in order to help educators to understand and use an organisational framework for INSET. These eleven assumptions are as follows:

> **"1. All personnel in schools, to stay current and effective, need and should be involved in in-service throughout their careers.**
> **2. Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development.**
> **3. In-service education should have an impact on the quality of the school programme and focus on helping staff improve their abilities to perform their professional responsibility.**

4. Adult learners are motivated to risk learning new behaviour when they believe they have control over the learning situation and are free from threat of failure.
5. Educators vary widely in their professional competencies, readiness, and approach to learning.
6. Professional growth requires personal and group commitment to new performance norms.
7. Organisational growth such as social climate, trust, open communication and peer support for change in practice, influence the success of professional development programmes.
8. The school is the primary unit of change; not the district or the individual.
9. School districts have the primary responsibility for providing the resources and training necessary for new programmes and improving instruction.
10. The school's principal is the gatekeeper for adoption and continued use of new practices and programmes in schools.
11. Effective in-service programmes must be based upon research, theory, and the best education practice." (6)

As a broad term, INSET includes all those courses and activities in which practising teachers may participate for purpose of extending their professional knowledge, interests, and skills. This definition by Cane in 1969 also includes preparation for an advanced degree or the achievement of additional qualification subsequent to initial training.(7) & (8)

A decade later (i.e. in 1980), Harris used a more specific definition of INSET. The term was used to mean "any planned programme of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in an already assigned position" (9). The key phrases in this definition are: planned programme, learning

opportunities, improving performance, the individual, and already assigned position. A planned programme suggests the design of specific learning experiences to meet assessed needs which can be evaluated. "Learning opportunities" suggests educational provision designed to support changed behaviour. Staff members are persons who are assigned to a particular school or institution. "Improving performance" refers to changed performance rather than maintenance of the status quo. It further suggests training, skill development, new knowledge, and/or attitudinal extension. The individual is the target for personal development. "Already assigned position", of course, excludes training operations directed toward change in assignment. In other words, the emphasis is upon improving people's performance of activities in their present position.

Henderson described it as including:

> **"everything that happens to the teacher, from the day of taking up a first appointment to the day of retirement, which contributes, directly or indirectly, to professional performance."** (10)

This description fits reasonably closely with that issued by the Department of Education and Science in 1970:

> **"Any activity which a teacher undertakes, after he has begun to teach, which is concerned with his professional work."** (11)

NFER in co-operation with a number of teachers and administrators set out another definition of INSET:

> **"In-Service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for**

> **a degree, diploma or other qualification subsequent to initial training are included within this definition".** (12)

It would seem from these definitions that INSET is aimed at supporting a teacher's development, whereas in 1965, Eggleston said that the term INSET only applied to "courses leading to recognised qualifications." (13)

To round out the discussion of the definitions of INSET, we will consider finally two definitions: the first one was issued by the committee which prepared the James Report: Teacher Education and Training in England, in 1972.

> **"The third cycle (in-service education) comprehends the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding for educational principles and techniques."** (14)

This definition is comprehensive rather than restrictive in scope - "the whole range of activities."

The second definition is by Michigan State Department of Education:

> **"A planned and organised effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance."** (15)

INSET thus constitutes a second training stage which the teacher may experience at any time after pre-service or initial training, throughout his or her professional life. It may take various forms: it may be full or part-time; it may be formal, involving highly structured work over a given period and leading to a formal qualification, or it may be informal involving evening and/or holiday study. The

latter form of training is undertaken for the teacher's own self-improvement and does not lead to any specific qualification. Thus it is not undertaken with the aim of obtaining increased pay or promotion.

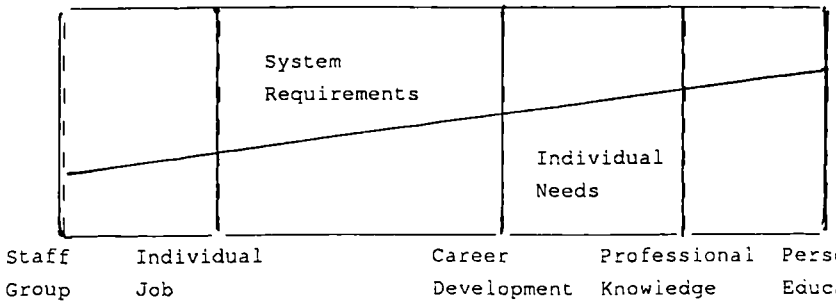
The term INSET is very broad in its scope, encompassing not only courses and conferences but also various informal activities, and applicable to work at many levels and by many agencies, whether committees, study groups, or private individuals. The effect of INSET has been likened to that of a tonic or injection, renewing the teacher's vitality and protecting him from "disease" (16)

At this stage it may be useful to consider INSET in relation to the concept of staff development. Writers such as Cook (1978) (17) and Hoyle (1973) (18) have drawn attention to a potential conflict in both INSET and staff development, between the needs of the individual, whether in personal growth or career and the needs of the organisation. In this respect, Hoyles' theoretical model of the school as a social system (based on previous work by Getzels and Guba) (19) is useful in indicating some differences between INSET and staff development.

Figure (1.1) below focuses on 5 purposes of continuing education: staff group performance; individual job performance; career development; knowledge; and personal education. Some of these are oriented more to the needs of the individual ; some are more organisation oriented. Staff development has tended to concentrate on purposes 1-3, and thus may be seen as system - oriented. INSET, however, has

in the past focused more on purposes 2-5, and has thus been more geared to the needs of the individual.

Figure 1.1 System and Individual Need Factors and the Purpose of Continuing Education. (20)



However, with the economic constraints of the 1980s, INSET in the UK has undergone a change of emphasis. There is increased interest in purposes 1 and 2, while purposes 4 and 5 are receiving less attention. Thus, although there is a distinction between INSET and staff development, the purposes of the former being traditionally wider in scope, with the trend away from purposes 4 and 5, the two styles of programme are becoming closer. In this study, the investigator would like to draw on both concepts, to improve teacher performance in Iraq.

For the purpose of the study, it has been necessary to adopt a more flexible view of INSET, making a balance between both concepts: staff improvement which focuses on the group and the requirements of the system as a whole, and INSET which focuses on individual needs. However, the goal of this study, is to examine INSET as a planned and organised activity, with the aim of providing teachers with the knowledge, skills and new attitudes they need in order

to improve student learning and performance in Iraqi VE.

1.3 The Purposes and the Importance of INSET.

As the facilities for INSET increase and expand, so does the debate as to what its objectives should be. The idea of promoting professional growth through INSET provided the basis for an expansion of the purposes of INSET. Hass (1957) reported three purposes that focus on the teacher's educational needs. The three purposes are:

> "... to promote the continuous improvement of the total professional staff in the school system. .... to give the much needed help to teachers who are new in a particular school and to those who are entering a new field of work within the profession. ...to eliminate deficiencies in the background preparation of teachers and of other professional workers in education" (21)

Fourteen years later (1971), Johnston indicated that the main purposes of INSET should be as follows:

> "1- extension of knowledge.
> 2- consolidation and reaffirmation of knowledge.
> 3- regular acquisition of new knowledge.
> 4- acquaintance with curricular development.
> 5- acquaintance with psychological development.
> 6- acquaintance with the sociological basis of education.
> 7- acquaintance with the principles of organisation and administration.
> 8- repetition or extension of original pre-service education after intervals
> 9- acquaintance with new aids.
> 10- introduction to new methods.
> 11- familiarity with changes in local and national policy.
> 12- understanding the new relationship between teacher and taught.
> 13- appreciation of our cultural revolution.
> 14- development of measuring and testing techniques.
> 15- the development of a technology of

education.
16- acquaintance with and participation in educational research.
17- encouragement of international understanding and exchange". (22)

The Bureau of Research of the US. Office of Education believed that the aim of INSET was simply "to prepare a basically well-educated school teacher". (23) The Swedish National Board of Education set up a working committee to investigate INSET. This committee came up with a list of five different types of INSET, which may reflect its aims:

> "1- **INSET 1:** INSET whose content is co-ordinated with basic training. There are components of basic training which demand amplification via INSET after the teachers have acquired a certain measure of professional experience.
> **2- INSET 2:** INSET of locally determined content. Within the individual school or municipality, groups or individuals, whether they belong to the school management, the teaching staff or other personnel categories, observe INSET requirements which may often be peculiar to their school or school system.
> **3- INSET 3:** INSET of centrally and regionally determined content. Central and regional authorities are capable of the continuous surveillance of INSET requirements, e.g. in connection with their work on school evaluation, curricular development and research and development activities.
> **4- INSET 4:** INSET whose content is determined by educational reforms or by thoroughgoing curricular revisions. Reforms or changes of this kind often necessitate special INSET measures.
> **5- INSET 5:** INSET whose content is determined by specific individual needs."(24)

In 1982, Bolam devised a list of five main purposes of INSET, or as he called it: "continuing education":

> **"1- Improving the job performance skills of the whole school staff or of groups of staff (e.g. a school focused INSET Programme).**
> **2- Improving the job performance skills of an individual teacher (e.g. an induction**

programme for a beginning teacher).

3- Extending the experience of an individual teacher for career development or promotion purposes (e.g. a leadership training course).

4- Developing the professional knowledge and understanding of an individual teacher (e.g. a Master's degree in educational studies).

5- Extending the personal or general education of an individual (e.g. a Master's degree course not in education or a subject related to teaching)." (25)

In 1967 Flanders had stated that he believed the purpose of INSET was: "to increase the flexibility of teacher's influence and to increase the use of the teacher's behaviour which supports pupil participation in the class-room learning activities." (26)

A more up-to-date report on INSET is that written by Eraut in 1987. In this, he defended the use of INSET, and pointed out that national governments have given it more attention recently because:

"1- they believe that educational practice needs to be more closely linked to national needs and/or the needs of the local community;

2- approaches to educational change which neglect the INSET dimension are usually unsuccessful;

3- teachers, like other adults, need continuing education to keep abreast of changes in modern society;

4- there is growing concern in some countries about the quality of teaching and career development of those who have had basic education and training than current recruits to teaching ;

5- demographic trends have reduced the demand for new teachers in some countries, cutting off one important source of new ideas, diminishing career prospects, and focusing attention on those teachers who are already in service;

6- the general feeling that education has failed to fulfil the hopes of the expansionist era between 1964 and 1974 has created a public

pressure for improved school performance."(27)

The content of INSET courses and why teachers bother to attend them have been questioned in the past. Obviously individual requests for changes in course content cannot substantially affect the way they are structured, but if the motives of the attending teachers were taken into consideration as well as these requests, then perhaps the number of under-subscribed courses would fall, and all courses could become better tailored to teachers' needs. Johnston analysed teachers' motives for attending INSET courses; although more money and promotion were among these, they did not provide the sole motivation.(28)

In 1980, Joyce wrote an article in the World Year-book of Education, in which he stated what he believed to be the three main purposes of professional development:

> **"The Social need for an efficient and human educational system capable of adaptation to evolving social needs; the need to find ways of helping educational staff to improve the wider personal, social and academic potential of the young, and to develop and encourage the teacher's desire to live a satisfying and stimulating personal life, which by example as well as by precept will help his students to develop the desire and confidence to fulfil each his own potential."** (29)

When new teachers start work fresh from teacher training, they go thorough what is known as a 'reality shock' and suffer from a certain lack of confidence as a result. A study by Veenan (1984) - cited by Barbra and David - proposes that it is at this stage that teachers are most concerned about maintaining discipline in class. Other areas that worry new teachers are: how to motivate students;

coping with the differences between pupils (and, therefore, how to assess their work fairly); parent/staff relations; organising class work; and the lack of proper teaching materials.(30)

Wideen answered the question "Why staff development?" by putting forward three arguments to support the importance of staff development: "a) the increased knowledge base; b) the new social complexities in which schools find themselves today; and c) the continued need for self-renewal."(31)

It can be said that any pre-planned activity will be influenced by two environmental forces: society in general and the virtually closed environment of the school itself.(32) These two forces display their influence at different levels. The social force influences school activity more at the policy level, although it will also make an impression on educational practice. The school environment force, however, directly influences the daily activities of the school staff. To acknowledge both forces when planning staff development programmes, can have as powerful and positive on impact as to consider what the programme will contain. According to Gray Griffin, this is the case because:

> **"A programme to provide teachers with opportunities for professional growth must be seen in terms of the school culture into which it is to be introduced and in terms of the societal forces that will promote or hinder its movement toward success".** (33)

It is doubtful whether any kind of pre-service teacher training can prepare a teacher fully for a teaching career.

Thus, there is a perceived need for teachers in service to extend their teaching methods and knowledge, while experiencing personal growth.(34)

Obviously, there is great need for teachers to continue learning in a society where social problems abound and values are in rapid transition. The evidence of the need for INSET has been consistently documented in the literature. The ways and means of fulfilling the needs of INSET are available and good INSET programmes can be of great value in developing truly professional teachers. Fundamentally, INSET programmes are important for the following reasons, as described by Harris and Wailand:-

> "1. Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.
> 2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools and substantive knowledge itself.
> 3. Coordination and articulation of instructional practices requires changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices, such an instructional programme might still be relatively uncoordinated from subject to subject and poorly articulated from year to year.
> 4. Other factors argue for in-service education activities of rather diverse kinds. Morale can be stimulated and maintained through in-service education and is a contribution to instruction in itself, even if instructional improvement of any dynamic kind does not occur. (35)

With substantial continuing growth in competence in personnel serving in vocational secondary schools, the

entire concept of accountability has little meaning. The heavy reliance on people to perform nearly all tasks required for building and maintaining quality educational programmes is a reality that cannot be treated lightly. It is this realty that gives INSET both its importance and its urgency.

Faloughi (1980) quoted Kenneth R. Howey (1977) who identified six categories of reasons why there is a need for INSET activities for teachers:

> "1. Transitional **--as introductory activities to allow teachers to move from generalised, pre-service education to a specific role.**
> 2. Job-Specific**--as a response to typically recurring needs and problems in a particular situation.**
> 3. System-Related**--as a response to dramatic changes in society and the schools. Because of these changes, teachers must reorient or redefine their roles.**
> 4. General Professional Development**--as a means of staying current professionally without regard to applying the information to one's specific situation.**
> 5.Career Progression**--as a means of changing roles or responsibilities.**
> 6. Personal Development**--as a process of understanding and enhancing the individual in a professional role.**" (36)

Brown showed how important it was for teachers to know how to use modern teaching tools. He said that although some teachers had such knowledge when they began teaching, there were many who had received little or no preparation for this technical aspect of their work. (37)

The National Education Association in the USA conducted a national survey which showed that there was an enormous lack of tuition in the use of the latest technological teaching aids. As technology is becoming more and more

widespread in schools and is likely to continue to do so, it is obvious that this situation needs to be rectified, and teachers must become fully capable of using the latest technological advances. (38)

On a similar theme, in 1971 the Central Committee of Advisors and Teachers in the U.K. stated that even at its best, training, can only be a starting-point. Both inexperienced teachers, and the more experienced who qualified before the development of modern educational aids, need INSET in the new educational technology. (39) The report also states that it is important for teachers to recognise that they must change their own roles as the pattern of educational patterns develops. It suggests that teachers should become less instructive, and develop their role as a "guide, stimulator and initiator". (40) For this change to take effect, it is obvious that teacher training needs to be reconsidered at both initial and in-service levels.

The DES commissioned a study of teacher education and training, and in this was the following list of priorities for INSET:

> **"... to extend and deepen their knowledge of teaching methods and of educational theory,**
> **.... to acquire a better understanding of the principles and methods of educational technology, especially if this was not imparted to them in initial training,**
> **.... to keep abreast of the results of educational research and experiment,**
> **... to be informed about the use of new books, materials and equipment,**
> **... to widen their command of the content of what they teach,**
> **... to realise the teacher choices to make**

> **change,**
> **... to be able to face the new demands of new curriculum and study plans,**
> **... to teach subjects for which their education and initial training has not prepared them."** (41)

In 1973, Watkins expressed his belief in the absolute necessity of INSET as knowledge changes:

> **"I took a degree in Chemistry in 1930. If I look at the papers set in the same examination today I cannot do them: that would not be expected. But the real point is that I never could have done them, because two-thirds of the knowledge required actually did not exist at the time. And some of that knowledge is now part of the school curriculum."** (42)

such advancement of knowledge is, in Watkins's view, paralleled by changes in teachers, teaching, and society as a whole. Such changes lead to the creation of gaps in the educational system, which INSET helps to fill by imparting new skills, developing curricula and encouraging the formation of new attitudes, through such schemes as that sponsored by the "Schools Council". (43)

In 1982, Bolam wrote what he thought to be the most important task areas for any in-service education:

> **"1-The curricular problems associated with the extension of compulsory schooling, especially the needs of the 13-16 age group;**
> **2- the needs of special school populations. Such as immigrant groups, multi-ethnic communities and disadvantaged rural communities;**
> **3- the needs associated with particular subjects, notably science and mathematics, and student groups, notably those with special educational needs (i.e. variants on the main-streaming problem);**
> **4- The new social demands on teachers caused by the radically changing nature of school-community relationships, e.g.**
> **- relations between education and working life;**

- renewed community demands for accountability related to educational standards and assessment;

5- the curricular and organizational consequences of declining enrolments;

6-the strategic need to provide adequate INSET for those with internal school management responsibilities." (44)

A brief summary of the obvious objectives of INSET culled from the diverse literature, may be given in the following points:

1- INSET brings an improvement in teaching strategies, and may provide a basis for enhanced career development;

2- It promotes continuous evaluation and helps staff keep abreast of educational developments;

3- It orientates new teachers to their job situation, assessment materials, resources, policies, and rules;

4- Superior methods of instruction and style of teaching result in much improved students;

5- INSET can contribute to effective research and classroom organisation;

6- INSET integrates both environmental and career education into the total programme;

7- Teachers are given the opportunity to understand management systems;

8- Learning strategies for students with learning problems can be developed and improved;

9- INSET facilitates active participation in important problems, allowing staff to use their creative abilities, and to redefine their roles in response to change.

1.4 The Effectiveness of INSET:

It is difficult enough to design and implement an INSET programme, but what is more difficult is securing the transfer of what is learned on an INSET course from theory into practice in schools and classrooms. In other words, INSET is pointless if no changes take place in the classroom after a teacher has attended a course. We must therefore look at how effective INSET has been.

In 1973, Taylor conducted a survey at Bristol University to assess how success of INSET. Of those questioned, two thirds felt that the training they had received was adequate. One third had attended more than one training course, and 180 of these felt that the courses had been useful. Because of these courses, nearly half of the teachers said that they had changed their attitude towards teaching, and that the change was a lasting one, and a quarter said that they had managed to influence their colleagues as a direct result of the courses. Some teachers had wanted to effect a change in their approach to teaching, but had not been able to for various reasons. (45)

Some aspects of the courses teachers said they had benefited from were:

> **"a) an opportunity to examine more closely, and to become familiar with, a wide range of reading schemes and apparatus;**
> **b) practical suggestions for helping children with specific reading difficulties;**
> **c) causes of reading delay;**
> **d) diagnosing reading difficulties;**
> **e) suggestions for pre-reading activities;**
> **f) it made some appreciate more than ever before the complexities involved in learning to read, as a result of which they became**

critical of their own approach, and were more tolerant with children;
g) discussion with other course members;
h) some gained confidence from the fact they were working along the right lines." (46)

Those who said that they had changed their approach to teaching gave the following reasons for this change:

"a) now using several reading schemes and providing improved reading materials throughout the school....;
b) now using games as a teaching aid, and making greater use of cassettes and tape recorders;
c) encouraging a stronger link between reading and writing;
d) depending less on published schemes and making greater use of the children's environment;
e) now writing their own reading schemes;
f) paying more attention to pre-reading activities;
g) becoming more understanding and patient;
h) changed approaches to backward children;
i) introduced more oral work." (47)

Each teacher had benefited from the course, and so had their pupils:

"a) some non-readers began to read;
b) children have gained in confidence and enjoy reading;
c) much greater enthusiasm now. In some cases reading ages improved 2 1/2 years in six months;
d) the general standard of word recognition has improved;
e) children are able to concentrate longer because of greater variety of material available;
f) some children with 'reading phobia' were won over." (48)

In the USA in 1961, teachers were observed before and after INSET and when they had completed their training, they took the Minnesota Teacher Attitude Inventory. In 1962, Flanders analysed this inventory and discovered that attitudes towards teaching had changed after INSET. (49) The

teachers who had received INSET had changed their "patterns of spontaneous verbal behaviour" in a direction consistent with the training "objectives" in a statistically significant way. They also made significant gains in the use of indirect statements. (50)

Flanders wrote that in his opinion, many teachers' skills were "severely limited" simply because they did not experiment with different ways of teaching. He believed that the teachers' concepts were "lamentably few"; that they had insufficient "tools of information retrieval"; and that they did not have enough time to devote to rectifying these. Flanders then tried to design some INSET activities, but recognised that there is a strong personal element in INSET. Ultimately only the teacher "can change his own behaviour"; this will involve feelings and attitudes. There is no 'correct' teaching pattern which suits all teachers. Thus, change requires freedom to express ideas and feelings, and there cannot be coercion. (51)

In 1974, two staff from the Keswick Hall College of Education ran a course for six primary school teachers- five head teachers and one deputy head. This course consisted of one day's training a week for twenty weeks, and a course-evaluator called Gibson was appointed. (52) The course was made up of lectures, seminars, discussions, written assignments and reports, site visits, micro-teaching and analysis of video recordings. There were five main objectives that the tutors had specified, and although these were not defined in behavioural terms, Gibson noted that

three were to do with increasing knowledge, and the other two were for developing skills. (53)

Gibson's evaluation had to encompass the change (if any) in the way the six schools operated after the teachers had attended the course. He concluded that they had changed by saying: "students, probationers and teachers in the six schools will probably receive even more sensitive consideration and 'help' as a result of the course." (54)

The following generalisations about effective INSET programmes seem to have broad support. Regardless of the way an in-service programme is perceived at the local level, the following seem to apply:

1- Teachers are more likely to benefit from INSET programmes in which they can choose goals and activities as contrasted with programmes in which the goals and activities are planned for them.

2- Teacher are more likely to be influenced in school-based training programmes than those taking place on college campuses.

3- The objectives of an in-service programme should be specific, e.g. teaching performance or pupil achievement.

4- Training programmes that incorporate different training experiences are more likely to accomplish their objectives than programmes that have common activities required of all participants.

5- The teachers' personal goals/needs and those of the school should be congruent if training is to improve the operation of the school system significantly.

6- Training (related to job assignments) is likely to be effective if adequate time is provided within the current schedule for each activity.

In view of the widespread agreement on these general principles among writers on INSET, it seems reasonable to incorporate them among the criteria used to evaluate and plan INSET. This view is supported by for example, the Western Washington State College. (55)

In the researcher's estimation, the validity of INSET may be judged simply by the extent to which participants use ideas from a given programme. The greater the number of ideas subsequently used in the classroom, the more effective the programme is judged to be.

Bolam stated that INSET could become more effective if the teachers who had attended the courses worked together to help make policy decisions. If they decided what had been effective in the courses and what was lacking in them, then they could help with the planning, implementation, evaluation and follow-up to INSET. (56) If his idea were to be implemented, procedures would be needed at different levels:

> **"1- an individual teacher, in consultation with a school based professional tutor, a department head, and the principal, and within a school policy framework;**
> **2- the department or functional group, in consultation with a professional tutor, the principal and the school's professional development committee;**
> **3- the school, in consultation with local external advisers and the local consultative group on INSET, on which teachers and providers are represented;**
> **4- area groups of schools in consultation;**

5- the local authority, in consultation with its own consultative groups;
6- at national level, the government in consultation with its national consultation group;
7- the programme and course organisers, in consultation with the participants." (57)

In 1971, Johnston recognised fifteen forms of INSET:

"1- personal interview.
2- correspondence courses.
3- single lectures.
4- informal activities.
5- conferences.
6- short week-end courses.
7- short evening courses.
8- short courses in school time.
9- one term evening courses.
10- one-term full-time courses.
11- one-term (or longer) school teacher fellowship.
12- vacation courses.
13- one year (or longer) full-time courses.
14- teachers' centre courses.
15- school-based focused activities." (58)

1.4.1 Planning INSET: One of the most maligned aspects of traditional INSET practice concerns the planning process used to determine INSET activities. Thus, too many INSET programmes have not achieved their objective because they have not been thoroughly planned. In 1969, Harris et al pointed out that such programmes often fail because of activities are not sufficiently related to objectives, objectives themselves fail to take account of participants' actual needs, and programme planners and directors lack the necessary skills.(59) Joyce et al have observed that typically there is a decided lack of teacher input into the in-service planning process.(60) Schmeider (1972) has asserted that the teacher's potential as a force for change is not being realised, change more often being imposed

externally, so that real needs have not been recognised and are consequently not met.[61]

Edelfelt summarized teacher reaction to administratively controlled INSET noting that:

> **"Teachers are fed up with the in-service education they had prescribed for them at colleges, in the school district and elsewhere. They are now able to negotiate better circumstances through the collective power of their organisation. Teachers want in-service education, but they want it to be relevant to their professional duties and responsive to their needs, and they want a voice in the decision making."** (62)

The attitude that administrators inherently know what is best for teachers and consequently should prescribe programmes to meet those needs is neither new nor is its pervasiveness dramatically diminishing. Too often administrators, in both direct and subtle ways, continue to exert controlling influence over INSET planning.[63] Teachers who are confronted with such circumstances will often go along with what has been planned for them and the administrator is satisfied that progress is being made.

The appearance of change, versus a commitment to change, is a significant distinction which educators dealing with the change or programme development process must be aware of. Westby-Gibson (1967) suggests there will be greater acceptance of new ideas if teachers are given opportunities to participate with administrators in planning. Furthermore, she contends that staff are more likely to accept new practices if they are involved in both hypothesis-making and testing innovations as well as

receiving innovations. (64)

Kable and Gray (1975) have identified four spin-off benefits of involving teachers with other appropriate specialists from the earliest phases of planning. They argue that such a planning scheme is likely to:

> **"1- build a high degree of acceptance into the implementation of decisions resulting from the planning process (builds confidence in the new innovations)**
> **2- establish valuable contact with constituent groups during the process of data collection**
> **3- make observation and gather information which increases planners' knowledge, improve their skills or modify their attitudes during the process of data collection**
> **4- develop a personal commitment to the plan on the part of individual staff members.** (65)

Indeed, there are arguments such as those expressed by Brimme and Tollett (1974) that teachers should comprise a numerical majority of any in-service planning committee.(66)

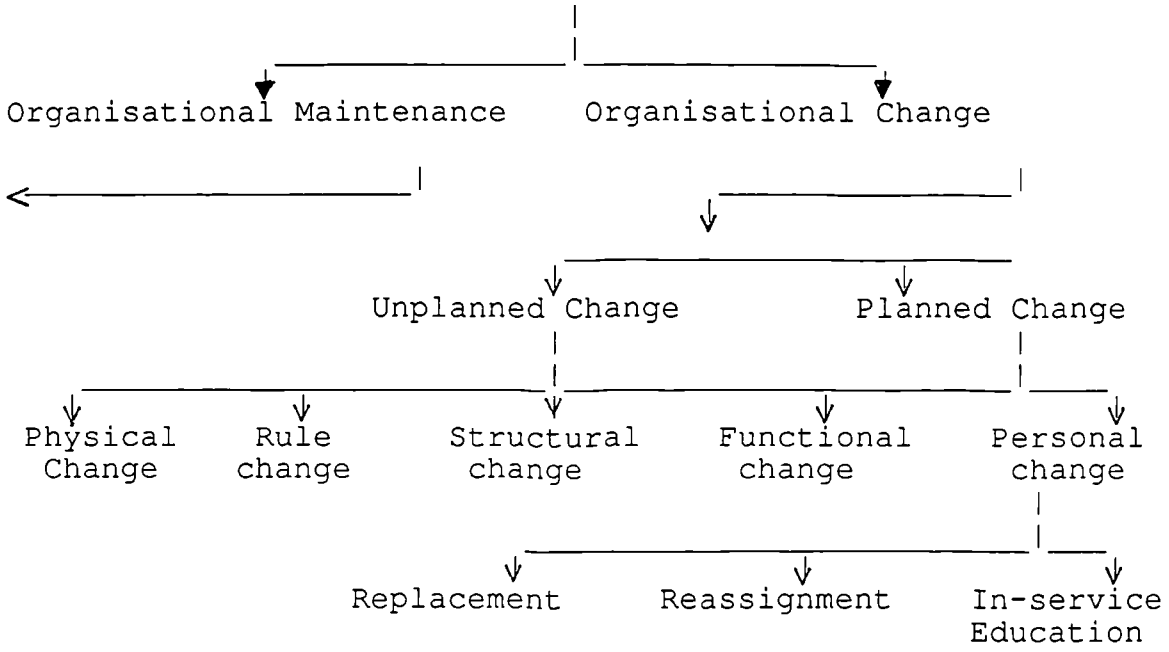
Harris et al believed that INSET programmes are goal-directed change processes, introduced through a deliberate intervention aimed at some altered future condition. (67) They emphasised that change takes place through personal development, but in an organisational context. (68)

The diagram below is constructed by Harris et al, to indicate the role of INSET in bringing about change in the school organisation.

A perusal of this diagram starting from the bottom up, shows that INSET is one of several means for bringing about personal change, which in turn is only one of several classes of planned change. Change may be planned or

unplanned, and not all organisational activities are aimed at change: maintenance is also a function of the formal organisation. INSET may relate to both maintenance and

Figure 1.2 The Role of INSET in bringing about change in the school organisation (69) (70)



change functions, but it must be planned rather than unplanned, be achieved through personal rather than other kinds of change, and be involved in retraining, rather than replacement or reassignment. (71) This diagram makes it look comparatively easy to effect change in a system, i.e. plan it, and it will work. In reality however, it is not as simple as it seems. Schools are generally very conservative establishments, and teachers are often reluctant to change their ways. Morant believes that:

> **"only a minority of teachers would want to accept an innovatory role. Most would claim their reliance on proven and well-tried methods. Thus we should not underrate the extent of resistance that there could be in trying to be bring about planned change, however modest, in school."** (72)

Thurber established a four-phase planning and development procedure:

> **"Phase I - has to do with the systematic attempt to analyse teacher needs....and to identify the kind of training and re-education activities that are most suitable.**
> **Phase II - involves the careful analysis of a contemplated curriculum of instructional change to determine the specific knowledge, skills, and teaching aims upon which the desired instructional revision depends.**
> **Phase III- involves scheduling, organising, implementing and evaluating teacher training ventures specifically directed toward the needs identified in Phase I.**
> **Phase IV - is aimed at the specific requirements that arise out of the Phase II analysis."** (73)

Neagley and Evans drew up a list of what they perceived to be the most serious problems in the way of smooth-running in-service teacher training programmes:

> **"1- lack of time, heavy teaching loads, heavy extra-curricular lodes, no suitable time of day.**
> **2-unprofessional attitudes of teachers (indifference, inertial, complacency).**
> **3- lack of money for providing professional books and magazines and suitable library facilities for staff.**
> **4- lack of planning."** (74)

1.4.2 Implementation of INSET: In 1975, Nicholls and Nicholls compiled a list of what they considered to be the nine most important factors in the successful implementation of innovation in schools:

> **"1- Teachers are favourably disposed towards innovation.**
> **2- Teachers have a clear understanding of innovation.**

3- Innovation is within teachers' capabilities.
4- Necessary resource for innovation are provided.
5- Necessary administrative / organisational arrangements are made.
6- Full and accurate pupil diagnosis is carried out.
7- Channels of communication are used for:
a) giving information;
b) seeking co-operation;
c) resolving fears;
d) changing attitudes.
8- In-service education is available where necessary in connection with factors 2, 3, 6 and 7.
9- Adequate time is given for development of factors 1, 2, 3, 6, 7 and 8" (75)

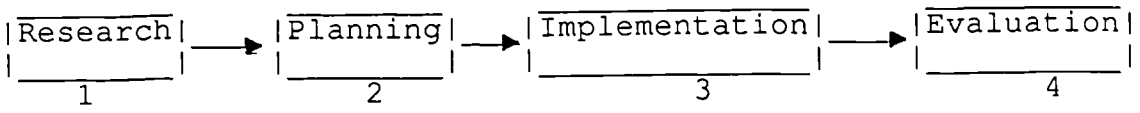
Unfortunately it is often the case that innovation is not fully or even partly implemented in schools, because there is too long a gap between developing an innovative plan and considering its implementation. It is obvious that this can and does lead to disappointment, disillusionment and frustration.

1.4.3 Evaluation of INSET: When discussing the evaluation of INSET programmes, we must define the term evaluation as being the extent to which pre-determined goals and objectives have been achieved.

Shipman emphasised that teachers' decisions on content and method should be followed up by some kind of performance evaluation. (76) In 1979, Bell defined a method of evaluating an INSET programme:

"1- What goals should the course achieve?
2- What is the plan for achieving these goals?
3- Does the operation of the course represent a true implementation of the plan?
4- Does the course achieve the desired goals?" (77)

We can display this more simply with a four-step flowchart:



It is easy enough to describe a plan for evaluation as loosely as this, but for implementation, it would have to be much more detailed. In 1967, Flanders realised this, and devised a set of steps which would aid in the process of evaluating an INSET programme: (78)

1- Training objectives must be specified in terms of classroom actions.
2- There must be available techniques for assessing such actions.
3- Data collection must be under controlled conditions, to give validity to any inferences about cause and effect between training and outcomes.
4- Training methods needs to produce changes significantly larger than any errors of measurement.
5- The process can only be considered valid if the changes in behaviour produce more effective classroom learning.

Unfortunately, there is a lack of documented research into the evaluation of INSET - the bulk of the literature about educational evaluation has been devoted to school curriculum development and implementation. (79)

In 1980, Brand and Hughes showed the many methods possible to collect information to aid in the evaluation of in-service teacher training. These included questionnaires, activity education sheets and random opinion sampling.(80) whereas in 1980, Morant added to the list:

"1- Interviews;
2- Questionnaires;
3- Visual and Audible observation;
4- Keeping Records, Diaries;
5- Obtaining information from Existing Documents." (81)

In 1982, Bolam defined his beliefs on why the evaluation of in-service teacher training is so important:

> "There is a concern that INSET should offer value for money, which we may call the concern for programme accountability. There is a concern to improve the quality of INSET, which we may call the concern for programme improvement. Both concerns have direct implication for the purposes, nature and methodology of evaluation." (82)

If we are to stick to our original definition of evaluation, i.e. how successfully objectives have been achieved, then a five-stage process as laid out by Henderson in 1978 seems logical:

> "1- identification of the objectives to be achieved;
> 2-definition of these objectives in terms of the behaviour which would characterise them;
> 3- development of appraisal instruments to study this behaviour;
> 4- examination of the data gathered in the light of norms by which the adequacy of the behaviour may be judged;
> 5- making final decisions regarding value in relation to original objectives." (83)

Henderson cited Stufflebeam who isolated four different types of INSET evaluation. He arrived at these by identifying four kinds of decisions:

"planning decisions - context evaluation.
programming decisions - input evaluation.
implementation decisions - process evaluation.
recycling decisions - product evaluation." (84)

1.5 Assessing the Teachers' Needs:

Need can be described as any type of deficiency in the human organism, or as the absence of anything that a person requires, or thinks he/she requires, for the person's overall well -being. (85). According to Witkin (1975) the most commonly accepted definition of a "need" is the difference between "what is" and "what should be" to an individual. (86)

Needs often provide reasons for doing things, and these motivations influence human development and education. Young (1961) suggests the factors shaping development, saying it is difficult to make a sharp distinction between learning and motivation in considering intellectual development; motivation is a necessary element in learning.(87)

In their study Ugurola and Walberg (1979) discovered a positive correlation between motivation and achievement: the higher the level of motivation the greater the achievement. This notion has been supported by psychologists who say that optimum learning is achieved when what is learned benefits the learner. (88) So needs assessment is crucial for an effective programme of education when introduced in the initial planning stage.

What is needs assessment? It is systematic procedure for discovering the areas of greatest attention in the learners, finding out where the gaps are between their knowledge and ability, and what they should know and can do. (89)

A multitude of reasons exist for carrying out needs

assessment for INSET courses, one being to gather information not otherwise available. Such information is important in decision making in educational planning and improving the assessment of students, making them more accountable. (90). Another is accurately to determine training needs, in both pre and INSET programmes.(91)

A great deal of agreement exists among educators concerning the importance of INSET meeting teachers' needs. (92) & (93) According to Harris (1980), (94) INSET based upon teachers' needs gives unity of purpose to the experience of learning. Tyler (1971) adds that in the future, INSET "should be one avenue by which an individual teacher's personal interests and needs can be served." (95)

The reason behind the effort put into needs assessment is the belief that successful INSET should be designed in such a way as to give teachers various alternatives to accommodate their different interests. (96) & (97)

A great number of educators believe that teacher assessment of needs will be an important factor in the success of future INSET programmes. (98) (99) (100) & (101) They also agree that the failures of the past can be ascribed to failure to identify teachers' actual needs.

The important of needs assessment cannot be underestimated when it is considered that INSET moulds teachers, providing necessary information and skills to make teachers more effective in the classroom, also to motivate them to carry out their duties better. To do this, INSET

must be suited to the needs of teachers. (102)

INSET can only succeed to the degree that teachers themselves perceive their needs. (103) To know one's deficiencies, to perceive the time to move on, to recognise the need for growth or to be dissatisfied with one's teaching practices, is the motivational key of teacher involvement.

Here we turn attention to the question, "what is it teachers require from INSET?" A variety of researchers have attempted to answer. Hass (1957) identified a range of INSET needs, including broadening the teachers' skills, updating knowledge, both of specialist subjects, and of pedagogy; personal development, including the development of values and aims; creating professionalism; and boosting morale. (104)

There is an evident requirement for needs assessment to be carried out in Iraqi VSs, because teachers vary in background training and length of teaching experience. The variety of subjects and the different locations of VSs, also contribute to differences in needs, and so the planning of INSET programmes should take this into account.

A study of the views and preferences of teachers in England and Wales, conducted by the National Foundation of Education and Research, was reported by Cane in 1969. A large proportion of the study was devoted to identifying the topics teachers thought should be part of future INSET training programmes. The nine topics following were considered by teachers to be the most important: (105)

1- learning difficulties that any child might have, and methods of dealing with them;
2- pros and cons of new methods of school/ class organisation;
3- operation and application of new apparatus and equipment, with opportunities for practice;
4- short courses on the most recent findings of educational research in teachers' areas of teaching;
5- syllabus planning and development, making the content relevant to the modern child and arranging it in teachable units;
6- description and demonstration of methods of teaching "academic" subjects to "non-academic" children;
7- methods of dealing with large classes of varied abilities with little equipment or space;
8- practical details and aims of recently introduced schemes of work and discussion of teaching results and demonstrations;
9- construction, marking and interpretation of school exams and assessment tests.

Brimm and Tollett (1974) pointed out that though INSET has long been seen as a vital part of the educational process for the classroom teacher, a scan of literature reveals that little research has been done to determine the type of INSET programmes which will be of greatest help to teachers in fulfilling their classroom duties. They argued that the professional preparation of teachers is a

continuous activity; self renewal must happen if teachers are to keep abreast of the changing needs of their students. (106) In this respect, Brimm and Tollett were of the same mind as many other educators, believing that teachers can be helped by effective INSET programmes to meet changing needs.

The following important questions must be asked when seeking to develop any needs assessment plans:

1- Who is the needs assessment aimed at? How can information be collected in a proper manner from person to person?
2- Who is in the target group?
3- What methods of data collection can be used?
4- Can we use a sample method technique?
5- Who should, participate, and how?
6- What will it cost and who will pay?
7- What problems will hinder this assessment? (107)

Kominski (1978) noted that Kaufman and Harsh, posited the existence of two important models in needs assessment:

1- The inductive model: First an evaluation of existing conditions is carried out before the development of goals, so that needs later identified may be better fitted to the overall aims of the educational agency.
2- The deductive approach: Goals are the first thing to be worked out. Then by measuring the discrepancies between these goals and prevailing conditions, the needs are demonstrated. (108)

Kaufman (1972) described needs assessment as a cycle

consisting of five steps:

1- Determining what would be the desired outcome;

2- Weighing up the present situation;

3- Identifying differences between what is desired and what is real now;

4- Finding out what is causing the discrepancies;

5- Setting priorities in regard to needs and the remedies in planning.(109)

Some three years later, Yuskiewicz (1975) suggested that the needs assessment procedure contains six steps:

1- Goals identification;

2- Identifying objectives;

3- Setting objectives in order of priority;

4- Assessing actual status;

5- Determining discrepancies;

6- Setting out needs in order of priority. (110)

According to Jones et al (1989), various methods both formal and informal may be used to assess the needs of schools, groups and individuals. These include : checklists; questionnaires; interviews; self-evaluation; peer-evaluation; consultancy. (111) & (112)

The identification of needs in education has usually taken three forms:

1- Persons in supervisory positions set the needs based on their intimate knowledge of the standard of work of those who report to them;

2- Individuals are asked what their needs are or to indicate

them from a checklist or questionnaire;

3- Groups of individuals respond to pressure, either internal or external, so collaborating in planning to bring specific changes about. (113)

1.6 Some features of INSET abroad (developed countries)

There is general consensus of opinion regarding the important role played by education throughout the world, in the development of worthy citizens, who contribute much to their respective societies. Therefore, closer attention must be given to those educators who will now and in the future carry out this vital role. INSET, which enables educators to improve their professional skills, is in the opinion of many experts, governments, and educational planners and agencies a vital part of the teacher's total training and education. The increased interest given to this field in the last two decades has stimulated the establishment of a number of national and international bodies of many kinds.

1.6.1 In England and Wales.

Britain's educational system is distinctive in the sharing of tasks and responsibilities by central and local government: what the Department of Education has called "a National System that administers education locally". (114)

This sharing of responsibilities leads to some variation, not only among the countries of the British Isles, but also between the counties, as differing local priorities and policies give rise to differences in the

contents of the programes. (115) The 1944 Education Act, compelled local education authorities to make "effective and adequate provision for education" (116) for the whole of their area, the Act also set out training objectives. (117)

By the 1960's, INSET was steadily increasing. Deferred supplementary courses expanded up to 1960/61 and a high level of provision was maintained until 1964/65. In the words of circular 7/64 (paragraph 1):

> **"The Secretary of State believes that the time has come to expand and develop the established arrangements for the further training of serving teachers to meet the needs of a greatly enlarged teaching force of the future".** (118)

In 1970, area training organisations were asked to review their courses and methodology, by the end of the year. The government established a Committee of Enquiry under the chairmanship of Lord James of Rushholme, to investigate teacher training. The committee reviewed extensive data publishing its report in 1972. They made six suggestions which were immediately taken up:

> **"1- a large and systematic expansion of in-service training;**
> **2- a planned reinforcement of the process of induction in the first year in school;**
> **3- progressive achievement of an all - graduate profession by means of a more flexible, open -ended and challenging pattern of courses, without loss of emphasis on the development of professional skills;**
> **4- the improved training and further education of teachers;**
> **5- the whole - hearted acceptance of the colleges of education into the family of higher education institutions;**
> **6- improved arrangements for the control and co-ordination of teacher training and supply, both nationally and regionally, to ensure that**

> **the many parties in this concerted enterprise can each make a full and fair contribution to the achievement of the overall goal."** (119)

Taylor (1982) ascribes three main reasons to the growth of INSET in England and Wales:

> **"first, that it is inherently important that teachers of all people, should continue with their personal and professional education: second, that the rapid, intensive, and fundamental nature of present day change whether it be technological, economic, cultural, social, or political, makes it imperative for the education system in general and teachers in particular to review and modify teaching methods and curricula: and third, that for widely prevalent dempgraphic reasons, the demand for new teachers is dropping sharply and the INSET needs of a stable teaching force are especially important."** (120)

According to Dent (1982), Colleges of Education have, since 1955, offered full-time supplementary courses lasting one year to which serving teachers, who wished to specialise have been seconded with full salary; part time courses of two years duration were also available. Each course led to the award of a diploma. Teachers also had the opportunity to undertake one term, full time non-certificated courses, while continuing to receive a full salary. Increasing attention was given by the DES and LEA to the induction of newly qualified teachers and to the INSET of more experienced teachers after the 1972 James report. (121)

In 1977 the DES launched a scheme to encourage training or retraining in subjects where there was a serious staffing shortage, such as maths and physical sciences. Many of these courses where carried out in the schools, others took place in the teachers' centres which had been established during

the mid 1960's. (122)

These teachers' centres constituted a major development in the provision of INSET in England and Wales. The centres, varying in character, were mainly set up by the LEAs for teachers in their areas. In 1979 there were 400 such centres, providing numerous jobs in both education and social work. Most centres hold short courses and stock a good selection of professional books and magazines. Many also stock audio-visual material and equipment. Activities such as nature trails and language courses for foreign personnel may also be offered. The development of teachers' centres owed much to curriculum developments initiated by the Schools Council and Nuffield Foundation which were used by the project team for collection and refining of ideas.(123)

In order to obtain the views of teachers on various aspects of teachers' training in the Swansea area in 1970, a steering committee was established, which found that teachers experienced great difficulty in obtaining secondment, either because the LEA was not willing to release a teacher even though he or she had been accepted for a course or because courses were seen as the prerogative of older members of staff. The difficulty in obtaining secondments may have been connected with the difficulty of finding sufficient supply teachers to replace teachers on courses. (124) The other main problems which this report outlined were as follows:

"1- The cost was prohibitive because the LEAs were sometimes parsimonious in reimbursing

expenses;

2- Married women found difficulty attending courses after school and in the holidays;

3- Teachers were reluctant to apply for courses when they knew that replacement teachers were not available;

4- While the present system of voluntary attendance continues the attendance will be limited to a minority thereby perpetuating low teaching standards".(125)

In a 1972 White Paper, following on from the publication of the James Report, the government proposed to expand significantly both induction and INSET in schools. All teachers were to be entitled to full time release for INSET purposes for periods equivalent to a minimum of one term in every seven years, eventually, to be increased to one term in every five years. Some teachers would be able to attend in-service activities lasting longer than three months. The policy would be initiated in the school year 1974/75, and implemented progressively, with 3% of the total teaching force being released at any one time by 1981. (126) By 1975/76, first year teachers would receive added help during their first (induction) year of teaching, including release from teaching duties for INSET for not less than one fifth of their time. (127)

Before the White Paper was issued, INSET had not been clearly defined and statistical data about INSET was inadequate. The decision to attend on INSET courses was left to individual teachers. New developments did not make attendance on INSET activities compulsory but because teachers became more aware of their need and importance. Support and advice on the variety of courses offered became

more readily available.

These reports and recommendations have brought about a fundamental restructuring of teacher education. In the area of INSET there has been remarkable growth of one term and one year courses outside the universities, in colleges of education, polytechnics and other higher education colleges. Since the turn of the century to the present day, the concept itself has grown and become increasingly complex.

In 1973, a survey of the opinions of teachers was carried out for local authorities, training institutions and teachers' association. 2000 teachers, half in primary and half in secondary schools, selected from within the area training organisations, were asked about the form of release and the type of activities they would prefer under the scheme. Asked what would be their main reasons for undertaking a course, apart from career promotion, teachers responded as follows: (128)

"1- To update knowledge 17.3%
2- To improve own teaching methods 36.8%
3- To learn more about recent trends in education thought 28.8%
4- To enable to take up different duties 17.1%"

According to Bolam and Porter (1976) the cost of INSET consists of a number of items which include:

"1- The salaries of teachers released.
2- Expenditure on the provision of courses.
3- Financial support to teachers (payment of tuition fees, travelling, and subsistence).
4- Expenditure on LEA advisory service and LEA administrative costs. (129)

Morant, in 1976 estimated the total cost to the country of implementing the government's INSET target, as

approximately £58 million, based on 3% of 480,000 teachers, each on an average salary of £4,000. He added "however, it is most unlikely that by the target date of 1981, mentioned in the White Paper, secondment on this scale could be achieved".(130)

The cost of most in-service work in universities is included in the total grant for funding all activities received from the former Universities Grants Committee (UGC) or the present Universities Funding Council (U.F.C.). In voluntary institution of higher education, usually church colleges, the work is generally included in the total annual grant paid by the DES for maintaining these institutions.(131) However, INSET provided by national bodies and private agencies is funded by tuition fees received from participants.

The DES/ Regional courses are endorsed by a combination of the three most important providers -the DES, the LEAs and the universities, with DES funding. They constitute an important attempt to bring together the distinctive contributions made to INSET by the three major providers.

In general, INSET in the U.K. is provided under the Local Education Authority Training Grants Scheme (LEATGS), which was established in 1987 on the basis of recommendations from the ACSET. Under the scheme, approved programmes receive DES grants of 50-70% (£215 m). Even so, HMI's have criticised the poor planning of some courses, and drawn attention to the problem of covering for teacher

absences.(132)

1.6.1.1 The Providers of INSET activities:

INSET has traditionally been conducted outside of school. Recently, however, the pattern is changing to involve a number of public bodies, together with an element of private support. (133) The official bodies responsible for INSET are the DES, the LEAs, universities, institutes and training colleges of education, which are responsible for the organisation of further training of teachers. Non - official bodies, teachers associations, and educational and cultural associations also do work in further training.(134)

According to the 1970 DES survey, the distribution of INSET courses was: (a) Local Education Authorities 69.2%, (b) Department of Education and Science 1.5%, (c) Universities and Institutes 16.4%, and (d) Colleges of Education 4.6% (135)

1- LEA: Since April 1974 there are 105 LEA areas in England and Wales which are increasingly contributing to INSET, in response to the James report and the 1972 White Paper on education. LEAs are increasingly involved in the provision of short courses and conferences, and in leading workshops.

Local teaching personnel are used on these activities in order to keep the cost down. Courses are held on education premises such as teaching centres owned or controlled by the sponsoring LEAs. (136)

Teachers doing INSET training are released more easily by an employing authority which is running the INSET courses. It is not surprising, therefore, to find these

INSET courses occurring during school term and these activities reflecting the LEAs policy. (137) It is worth mentioning that 93% of LEAs Advisors are involved in one way or another with INSET, and most of the courses are conducted through two channels: (a) LEA advisors and (b) Teacher's Centres. (138)

2- The DES: The DES has a team of advisors, which is composed of HMI. Under their guidance, the DES is responsible for a number of important aspects of INSET, including the approval of certain courses in priority areas, the organisation of short non- award bearing residential courses, and widely contributing to the planning and implementation of local courses of study. The DES also some times supports one -term full-time courses which may be available in all three terms of the academic year. (139) The DES publishes annually a programme of short and long courses for teachers and others engaged in the educational service in England and Wales. The cover carries a request to Heads to display the programme prominently, and indicates the availability of other information. (140)

3-Universities: University involvement in INSET has been going on for years through their institutes and schools of education. Their main contribution has been the provision of an extensive range of part and full time courses leading to bachelor and masters degrees. They have also provided many short courses and conferences for teachers engaged in the profession. Their wide ranging education libraries are

usually the only such provision in a locality. An information service, opportunities for research, and on-going debate on the further development of teacher training are also provided by universities. (141)

In 1972, a Survey showed that universities, through their schools and institutes, prepared 23.5% of INSET courses. (142) University involvement in the award giving field has recently been affected by two developments causing a readjustment. In some parts of the UK. universities have faced competition in course provision from polytechnics and colleges of higher education. At the same time, LEAs have had to link course content more specifically with the needs of schools, since fewer teaching staff have been able to attend courses. (143) & (144)

There are 35 universities in England, 8 in scotland, 2 in North Ireland. In 1981-82 there were 264,200 undergraduate students doing degree courses of 3 years duration. Apart from teaching they are also centres of research; the same year, there were 35,000 post graduate students, half of whom were engaged in research for higher degrees, many for doctorates. The majority of those who remain after obtaining a first degree do one year courses of teacher training. Approximately 7% of undergraduates and 5% of post graduates are from overseas. (145)

Courses provided by universities have been criticised, often unfairly, as being undemocratic, in the sense that they are offered to teachers without consultation as to content. Until now the universities have been under no

compulsion to keep their in-service contribution within any locally or nationally determined framework of what teachers need. Traditionally they have no means to require or to persuade teachers to attend their courses. The prime responsibility of universities is to values and standards of scholarship and professional competence.

4- Colleges and Departments of Higher Education:

According to the DES many Colleges and Departments of Education have in the decade before 1977 carried out a great amount of work in serving the teaching profession, with INSET accounting for work up to one third of their total teacher preparation. Other institutions began to increase INSET training to offset the reduction in the numbers doing pre-service training. (146)

Colleges have produced an impressive range of courses; many built up award-bearing courses, such as the in-service B.Ed degree, which used the teacher's experience and built into it new approaches to theoretical understanding in order to improve performance in the classroom. (147)

The steady increase in part-time B.Ed degrees is one of the most important aspects of the present situation. Many teachers are enthusiastic about the stimulation offered by studying for this degree. (148) When teachers were asked to choose not more than four course topics from a list of 48 they would wish to attend, the main choices were for B.Ed courses and, at the more specific level, courses in primary mathematics, reading, art and craft and special education.

Courses in school organisation were also requested. Most teachers wished for content with specific classroom application and some wanted visits to schools other than their own. (149)

The DES predicted that in the 1980s, more teachers would be engaged in long-term study via the part-time B.Ed courses. The high expectation on these courses on the part of teachers is demonstrated by the objections they have voiced to elements repeating their initial training. (150)

5- The Agencies of provision: *Many other agencies too* numerous to list, are interested in teachers' INSET. These include:

1- The erstwhile Schools Council;

2- The Subjects and Educational Interest Associations;

3- The Various Teaching Unions.

The short course, conference, summer school, and teachers workshop, are typical examples of INSET work provided or resulting from these agencies. (151)

1.6.1.2 The Innovation of INSET: From a reading of U.K. INSET literature, it can be deduced that the following **innovations** are considered the most important in this field:

1- Teacher Centres: It is hard, if not impossible, to say when teacher centres first came into existence, as they evolved through such a complicated process. There were certainly some around in the 1950's, but most of them were developed in the 1960's. There were two main reasons for this sudden introduction of teacher centres: the Nuffield Project; and the raising of the school-leaving age to 16. (152)

However, the Working Paper 10 of 1967 gave three of its reasons for their introduction:

1- To give the teachers a place where new objectives could be talked over and new ideas and methods and new subjects could be debated;

2- These places could contribute to the evaluation of materials before publication and act as a forum for criticism, comments and suggestions for improvement;

3- As information centres keeping teachers informed about recent research and development, so they could become familiar with things which eventually would be in general use. (153)

It is difficult to know how many teacher centres there are, as there is no set pattern for them. The School Council stated that there were 544 by April 1977, but that number will be much lower now, as such establishments have suffered from financial constraints. (154)

In 1973, Thornbury said that the function of the teacher centres were as follows:

> **"1- Administration of the course;**
> **2- Organisation of curriculum development;**
> **3- Arranging exhibitions;**
> **4- Development of Resources;**
> **5- Visiting schools;**
> **6- Serving study Groups;**
> **7- Arranging conferences;**
> **8- Administration of Teacher Groups;**
> **9- Liaison with Higher Education Centres;**
> **10- Co-operation with the County Authority;**
> **11- Schools Council Projects;**
> **12- Social Activities."** (155)

In 1978, Roland Morant saw the four main functions of teacher centres as:

"1- Leading curriculum development;
2- Providing in-service education;
3- Serving as a location for meetings;
4- Housing resources." (156)

The head of the Hull Teachers Centre stated in interview (157) that the thinking behind the open Teachers Centres stemmed from the 1960's, when there was much debate in the national press about the quality of teaching. The predominant feeling was that most teachers were out of date with developments in their own subjects, and that they were out of touch with society. It was suggested that this was because any training that teachers had received was pre-service.

In general, the Local Authorities agreed with the allegations in the press, and as a result of this, they took two main measures:

1- They set up summer schools for in-service teachers;

2- They offered secondments to some teachers so that they might take Masters degrees.

Many Local Authorities, in conjunction with the Nuffield Foundation, also set up places for teachers to study teaching methods. The Nuffield Foundation put much money into education, and proposed two new schemes for mathematics and science.

2- Open University: The Open University has an INSET programme which concentrates on schools. One of the compulsory requirements of these courses is that the student teacher must carry out some research by becoming part of a local learning group. The Open University INSET programme

is aimed at the development of the teaching profession.(158)

OECD saw the introduction of the Open University and post-experience courses as being very important to the development of the INSET method of teacher training. (159)

The Open University came into existence in 1969, and does not rely on government funding to survive. The idea was to educate to degree level, those people who had had no opportunity to study for a degree earlier in their lives.(160)

Although the Open University is authorised to award its own degrees, it is now offering diploma and non-diploma courses as it becomes more involved with general further education. (161)

Most Open University students are mature people with no qualifications. There are no criteria for selection; it is purely on a "first come, first served" basis. (162)

The percentage of teachers applying to the Open University, however, dropped from 35.9% in 1970 to 21.2% in 1978. Although this was a sharp decline, at 21.2 it still formed a large proportion of the total INSET provision. The Open University's main attraction to teachers is that it gives many a chance to obtain a degree at a time when all state teachers need a degree in the United Kingdom. (163)

Grevill Rumble noted in 1982 that although the Open University INSET courses were very popular (with over 2,000 students every year) they still reached only 1% of the number of teachers in the United Kingdom. (164)

3- The Media - Radio and Television: In the Last thirty years, television has developed into an INSET tool. The BBC and IBA have both committed themselves to education. They produce and transmit programmes for schools and colleges on almost all subjects, these ranging from current affairs to arts or science programmes. Other areas catered for are slightly more specialised, such as remedial programmes for people with literacy or numeracy problems; adult education; and trade union programmes. (165)

In 1965, Butler stated that one of the earliest experiments with education on the television screen was the Essex University experiment. As this was successful, it paved the way for Glasgow, Dundee, Hull, Essex, Plymouth and London to develop "LEAs close-circuit television systems". These systems were mainly for transmission to students as part of their courses. (166)

In 1972, the BBC introduced its first two educational series, called 'ROSLA' and 'After', which were concerned with the raising of the school leaving age. (167)

In 1974 a study carried out to measure how effective these series had been, discovered that teachers appreciated the availability of up-to-date information and the opportunity to be acquainted with the methods of other teachers, while, individual and group consideration of the use of the broadcasts stimulated consideration of the wider educational process. These broadcasts took INSET into the school itself - its most natural and effective location. The study accepted that it was difficult to find hard evidence

of the success of these ventures, but drew attention to a number of programmes which offered direct help on some of the key educational issues of the period. (168)

According to De Korte, in 1967 more than 15,000 schools received educational television programmes in a year, and these were broadcast twice a day. (169) These broadcasts were normally about 20-26 minutes long. In the mornings, the BBC repeated two out of its five weekly programmes. Associated Rediffusion, however, repeated all of its four weekly programmes in the afternoons. This enabled the schools to have more choice about when they wanted to show the broadcasts. (170)

Between 1960 and 1970, four major cities - Glasgow, Hull, London and Plymouth - had all introduced 'closed-circuit' television systems for their schools -although some were short-lived. (171) By 1970, most primary schools and 9 out of every ten secondary schools could receive educational television broadcasts. (172)

By 1974, 85% of primary schools and 96% of secondary schools had television sets. (173) This was reflected in the increase in the viewing (from 78.8% to 85.5%) of the BBC's educational television programmes over the period 1973/74-1975/76. (174)

4- School-Focused INSET: With the introduction of resource centres based in schools (mainly comprehensive) in England, in-service teacher training has become more focused on schools themselves rather than individual subjects. Bolam

attributed this to "increased teacher participation in curriculum development in schools". (175)

The main arguments for INSET being carried out in the schools themselves are that it is easier to see what the course needs to achieve; and, as it will involve most or all of the staff, then 'barriers to implementation' will be much more easily overcome. (176)

According to Kenneth R. Howey school-focused INSET is part of a wider educational development scheme. Design of school focused programmes tends to consider the various roles of the participants as individuals, as learners, and as school-teachers. They also take account of organisational and curriculum change, and their implications for staff roles. Attention is given to the needs of students, parents, teachers, and groups. Teachers are centrally involved and individual differences catered for. Programmes may incorporate demonstration, experimentation and feedback, while the provision of practical and psychological back-up services is also important. In sum, the goal of school-based INSET is: "quality education for students in a given school through quality education of the teacher." (177)

Pauline Perry viewed school-focused INSET as encompassing

> **"all the strategies employed by trainers and teachers in partnership to direct training programmes in such a way as to meet the identified needs of schools, and to raise the standards of teaching and learning in the classroom".** (178)

In the report of a conference called to: "develop

national and local policies for INSET, school-focused work", this policy was described as :

> **"the in-service education which is able to meet the identified needs of both the school and its teachers and to improve the quality of education for children at that school."** (179)

5. Open College: Another way adults without A-levels can enter higher education is by using the Open College method. This entails the student going to a local college to take an introductory course comprising study techniques and methods of inquiry. Alongside this, they have to choose and study two subjects from a wide range available. (180)

The idea was initiated in the north west of England, and is known as the Open College of the North West of England. Further education colleges ran the courses in conjunction with Lancaster University and Preston Polytechnic, which admitted its first students in 1976. (181 & 1

The Open College offers part-time courses for mature students, which, when completed, qualify them for entry into higher education. This explains why the scheme was originally entitled 'Alternatives to A-Level'. However, these courses are also suitable for those who simply want to further their knowledge and study for interest's sake. (183)

No qualifications are needed for entry to an Open College course. The courses are primarily for mature students, so they are designed to "relate adult experience to academic subject matter, and emphasise problem solving and peer discussion". (184)

6. Induction Programmes: As well as INSET, another major form of staff development has been, and still is, induction programmes for new teachers. Induction programmes are very similar to INSET in the way they are organised, and the aims of their teaching correspond almost exactly.

In 1983, Griffin and Hukill described the induction period as: "The time it takes for beginning teachers to make the transition from student of teaching to teacher.", (185) and in the previous year, Ryan wrote that: "The first year of professional work is for the teacher the ultimate teachable moment." (186)

This phase has also been termed "the beginning teacher's paradox; trial by fire; the bridge; the period of fixedness; [and] the joys and pains of giving birth". (187)

Induction programmes are now widespread in the USA, Canada, Australia, New Zealand and Britain to name but a few countries. In Australia the induction phase is not considered "an entity in itself", but rather a "crucial developmental phase in the continuous education of teachers." (188)

If teacher training reform is to work effectively, then it needs special staff development courses. These courses must be devised so that they can work and be cost-effective at the same time.They must also aim to teach teachers to use their initiatives and develop their own teaching plans.(189)

In 1986, Andrews suggested that the coming together of both INSET and inductive education in staff developmental teacher training, would be beneficial to both new and

experienced teachers. and promote the value of continuing education programmes." (190)

In conclusion, induction has become a very important factor in staff development. In training teachers through the initial and developmental stages, it is very important that they learn to direct and assess their own progress, while receiving all the necessary support and collaboration from their tutors and fellow staff members.

Before teachers attain qualified status, they have to carry out a year's probationary teaching period within a DES-approved school. It is the job of the local education authorities to assess, and then approve, most teachers during and after their year's probation. (191)

The LEAs also run courses for and give assistance to new teachers, but the quantity and quality is variable from one authority to another.

According to Gordon and Lawton, some LEAs have held short courses for newly qualified teachers and those newly appointed to headships or deputy headships. They drew attention to the 1972 James Report recommendations, that first-year teachers' timetable should allow one-fifth of the teaching week to be spent in some kind of further training, and that the newly -qualified should receive support from professional tutors' in the school, and from deputy headteachers. However, although a few pilot schemes were set up, financial constraints meant that the recommendations

were never fully implemented. (192)

In 1982, the Commons Select Committee on Education suggested that the year's probationary period be extended to three years, and that an 'efficiency bar' should be overcome before the probationer moved to the next salary point. (193) However, as with many of the recommendation of the James Committee, this proposal was not implemented.

1.6.2 In Sweden: In order to carry out INSET activities three main types of courses were adopted:

1- Advisory clinics carried out in schools during term-time, by peripatetic consultants;

2- One whole day courses during term time;

3- Two whole days or a series of meetings held over a couple of months, or courses of six to ten days held in vacation periods.(194)

The natural outcome of decentralising decision making about matters effecting schools is the present move in Swedish INSET to a more school centred base. For example, schools were allowed complete autonomy in planning their five day courses: one school planned its course with the help of a working party consisting of students, teachers, non-teaching personnel and parents. Preliminary evaluation indicated that the impact of these activities an the working of schools was limited. (195)

The National Board of Education is responsible for INSET in Sweden. However, it has been recommended that this should not prevent local authorities from initiating training activities, but that they should be encouraged to

carry out local area initiatives. To this end Local Boards of Education should be set up so this planned collecting of information and organisation of INSET activities in each district could be undertaken. (196)

Five INSET institutes administer the majority of INSET courses. They also arrange the consultants' basic and further training. In 1968, there were 170 consultants, spending half their time teaching, the other half in consulting work. (197)

In 1974 the Swedish National Board of Education received the Report of a Working Party which said that INSET training should be enlarged as well as made compulsory. It was also suggested that there be five categories of INSET:

1- Category one: linked with basic training.
2- Category two: contents planned at local level.
3- Category three: connected with the ordinary needs of national and regional authorities.
4- Category four: dealing with the reform of schools and curriculum development.
5- Category five:tailored to the needs of individuals.(198)

The University of Umea is carrying out a study of the open university impact of distance education.(199) 33 weeks is the period of training for vocational teaching personnel in Sweden, irrespective of whether it is a practical vocational subject or background material of a relevant theoretical kind. This training consists of:

1- 15 weeks of educational matter.

2- 15 weeks teaching practice as a probationary teacher.

3- 3 weeks revisionary period after probationary teaching practice. (200)

1.6.3 In Japan: In Japan, 23 wards and 26 cities have their own education boards, education centres, or institutes, Tokyo Metropolitan Institute being the major one. Its position makes it of central importance for the other institutions involved with INSET research. This institute's INSET programmes falls into three types: (201)

1- Short term courses consisting of day release activity over a few months.

2- Long term training courses: these are of one year's duration; these who participate attend at various times monthly.

3- On the job training courses for technical teachers.

The 1976 UNESCO report pointed out that the Tokyo Institute ran 136 short term courses in 1975. Those who participated were freed from their ordinary duties. The participants attended seminars on a variety of subjects, participating in other INSET courses, as well as visiting many other education institutes. (202)

To run these courses, there are 300 teacher consultants in Tokyo alone, in the Metropolitan Institute, and Municipal Boards of Education and Educational Boards of Research; they undertake a once monthly compulsory INSET course organised by the Metropolitan Institute. These courses usually use the seminar and meeting methods, whereas the Skizuoka Institute of Teacher Training uses group work, discussion, experience

sharing and reports. This is called the Skizuoka Method and is in three stages: (203)

Prologue: A one month orientation course. Acclimatising the students to main teaching courses; the students are graded into three groups for preliminary discussions over a variety of subjects.

The main training consisting of:

- speeches, lecturs, and discussions;
- group work in various related subjects;
- visits to schools and other educational institutes to observe teaching practices. (204)

Follow up training: This aims at the promotion of practical activities to enhance friendships among the participants.

According to the International Handbook of Education Systems (1984), "With the aims of broadening teachers' horizons, overseas study programmes have been fostered: since 1973, 5000 teachers have been sent abroad to study every year." (205)

1.6.4 In the USA: American INSET treads two pathways:

The first pathway - The building up of skills - finds development centres accepting skills orientation. One outcome of this is the minicourses development where teachers can have new skills presented to them by practice and feedback methods. Those teachers who participate in these courses are first shown a film which demonstrates a lesson to some fellow students. This is videotaped so their performance can latter be assessed. (206)

The second pathway is the development of the teachers, this aims at the individualization of INSET and is carried out all over the USA. The methodology entails expert consultants and individual teachers working together, giving the teacher help where needed. This strategy, named advisory, is only given on request, and is tied to the individual teacher's needs and interests: this being done at classroom level only, not in the formal set up of seminar or lecture. The special relationship between these two is the key factor in this method. (207)

1.7 Summary

Literature relating to the aims and purposes of in-service training, the effectiveness of INSET training, assessment of INSET needs and finally some features of INSET abroad has been reviewed to provide a theoretical basis for the study of the INSET preferences of vocational school teachers in Iraq. It is clear that educational change efforts that focus on the improvement of instruction and ultimately the improvement of vocational schools require effective in-service training programmes that are planned in accordance with the needs of the teachers involved in the programme. These needs and preferences will be discussed more specifically in further chapters.

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Part One
Vocational School Teachers: Pre- and In-service Education in Iraq

Chapter Two
Iraq's Vocational Education System in the Context of its General Education System

Section A: Education System in Iraq

2.1 Introduction

Iraq was formerly part of the Ottoman Empire (1534-1917), [1] a period of serfdom and darkness for most of the people. [2] Schools founded under Ottoman rule were French-influenced. [3] A British report of 1925 describes the system as propagandist and relying on memorisation. [4] The system simply aimed to meet the need for clerical and military personnel.

After the first World war, Iraq was occupied by British forces. This lasted until 1932 when Iraq became fully independent and was accepted as a member of the League of Nations. [5] Under the British mandate, the first National Ministry of Education (1920) and a new educational system were established. [6].

After a long struggle, the July Revolution of 1958 put an end to the Rule of the monarchy which had been set up in 1921. [7] The first University was established in 1958 in Baghdad, and many evening schools opened for adults. For the first time teachers in Iraq had their own union, and some attention was given to the problem of illiteracy. [8]

However, Iraq had inherited an educational system, which had developed in a random way without proper planning. It was thus unable to provide the manpower needed by modern Iraq. The distribution of education services could not cope with the educational and physical needs of students. [9]

After the 1968 Revolution serious attempts were made to tackle the literacy problem through reform of the educational system in the light of national social philosophy. (10) The 1974 political Report stressed the role of education in social development. (11) Subsequent reports have reaffirmed this aim. The general ideology of the Arab Ba'ath Party define the role of education thus:

> **"To create a new generation fully believing in God, loyalty to Homeland and the Arab Nation, fully believing in the message and aims of unity, liberty and socialism, adopting scientific thinking, armed with science and moral values, relying on work and self-education ..... capable of fully comprehending the aspects of cultural development, open-minded to human thought within the framework of originality and modernization." (12)**

The development of advanced industrial countries has tended to be linked to the emphasis they placed upon education. (13) Thus, the new government began a policy of rapid educational expansion. (14)

2.2 System of Administration

Current State Policy in Iraq is for a centralised system of educational planning and a decentralised execution. (15) Educational decisions are made in Baghdad through the Council of Education which is chaired by the Minister of Education and contains representatives from other ministries and bodies concerned with educational affairs. (16) The Council's decisions are made in the light of instructions from the Revolutionary Command Council (RCC). The Ministry of Education administers secondary education (academic, vocational and teacher training) and in

1987 took over responsibility for pre-school and primary education from the Home Ministry. (17) A separate Ministry of Higher Education and Scientific Research is responsible for the administration and finance of all higher education, though the Universities, in practice, are autonomous in regard to most of their affairs. (18) The organisation of these two Ministries is shown in Appendixes 2.1 and 2.2.

Since 1970, there have been gradual moves towards greater local authority involvement in educational administration, within the national guidelines. (19)

2.3 Education Financing:

All education is financed from the State budget, via the appropriate Ministry. It is interesting to note the relationship of educational finance to other economic indicators. National income increased from I.D. 6709.9 millions in 1978 to the I.D. 12334.6 millions in 1982. Between 1968 and 1980 spending on education increased by 9.45%, but in fact, this represented a decreased proportion of the overall budget which had increased by 16.68% (20)

The allocation of the education budget for 1980 among the various levels is shown in Table 2.1. (21)

Since 1974, Iraq has provided free education for all, including all necessary books and educational aids, as well as accommodation.(22) However towards the end of the war with Iran in 1988, and subsequently, the government has encouraged the establishment of private educational establishments, particularly at college/university level in

order to relieve the financial pressure on the State. (23)

Table 2.1

Kinds and levels of education	%
1-Kindergartens and primary school.	42.2%
2-Secondary & Teacher Training Institutes	14.2%
3-Vocational education.	3.3%
4-Higher education.	20.80%
5-Literacy and Adult education.	4.0%
6-Miscellaneous.	15.5%

2.4 Structure of the Education System:

The stages in formal education in Iraq, charted in Appendix 2.3, are as follows;

2.4.1 Pre-school education: Optional Kindergarten education is available for children from 4-5 years. Distribution of kindergartens is mainly concentrated in urban centres, and many rural areas lack such facilities. (24)

2.4.2 The Primary level: Children attend primary school between the ages of 6 and 11 years. Primary education is fully compulsory.(25) It was planned that primary schools would all become co-educational,will all-female staff.(26)

2.4.3 Secondary Education:

2.4.3.1 The Intermediate Stage:A Secondary education is divided into two levels, of which the first, called the Intermediate level,caters for 12-14 year-olds. Attempts have been made to integrate the objectives and curriculum with those of the previous (primary) and following (preparatory) stages. (27) It is intended to extend compulsory education to this stage and develop it qualitatively.(28)

2.4.3.2 The Preparatory Education: Preparatory education,

for successful Intermediate school leavers between 15-17 years, offers two main paths:

A- Vocational Education (VE): This covers three main branches, Industrial, Agricultural, and Commercial. Those who successfully pass the Ministerial (General) Examinations (Baccalaureate) are awarded a Certificate equivalent to the Preparatory School certificate. This type of education aims to provide theoretical and practical training to meet the country's need for skilled manpower in various fields of specialisation. (29)

B- Academic Education: This is the older and more extensive area and is arranged into two branches, literary and scientific. In addition to these main paths, there are four comprehensive secondary schools which combine academic, vocational and technical courses of study on one site. (30)

There are also Islamic schools and institutes concentrating on the Arabic Language, and Religious Education. Development plans stress the development and diversification of preparatory education, and intermediate stage graduates are distributed according to their abilities, as assessed by external examinations.(31)

2.4.4 Teacher Training:

1- Primary Teacher-Training Schools: Successful leavers of intermediate schools are eligible to train for three years to teach in primary schools. Ministerial policy is gradually to extend the duration of study to five years, but in 1985 there were still only 12 schools offering five-year

courses. (32)

2- Primary Teacher-Training Institutes: In the academic year 1982/1983, two new post-intermediate teacher-training institutes were opened in Baghdad, one for boys and another for girls. By 1985/86 there were 27 such institutes. After three years of general study, students specialise for two years in one of the following branches: (33) (a) General education, (b) Kindergarten, (c) Physical education, (d) English language, (e) Special education, and (f) Art education.

There are also two-year post-preparatory courses. In 1985/86, these were offered at four institutions, in Baghdad, Nineveh, Maysan and Arbil. (34)

3- Fine Arts Institutes: The duration of study is five years after intermediate school, leading to a technical Diploma which qualifies the graduate to teach in primary schools. The institutes teach drama, plastic arts, cinema, music and song, and calligraphy.

4- Colleges of Education: These train teachers for work in the secondary stage (*intermediate, preparatory and* vocational education) and will be discussed in detail in chapter three.

2.4.5 Higher Education: Social and economic progress have created a need for more graduates and trained personnel. Students from 18-23 years are educated in 10 universities and many technical institutes, (35) which admit graduates from the preparatory schools: some from the literary branch, some from the scientific branch, and yet others from the

VSs. (36)

2.5 Curriculum

The Ministry of Education is responsible for curriculum development and the preparation of text books and teaching aids, (37) by means of a Directorate-General and its sub-directorates. (38)

National curricula committees, set up by the Ministry of Education, bring together the expertise of university staff, researchers, inspectors, supervisors and teachers. These report to the Higher Committee for Curricula, Teaching aids and Examinations, which in turn reports to the Council of Education, the highest department in the Ministry. (39) This makes its decisions in the light of national policy.

Directorates-General of Education and schools submit annual suggestions and comments to the Ministry of Education concerning the curriculum and the time-table. Curricula have been criticised as too academic, giving little time to practical subjects. Often , the prescribed text book for each subject and class is the only resource used by both student and teacher, causing stultification. (40) Other problems include the fact that students cannot freely choose their subjects, (41) there is no differentiation between sexes and areas, and use of a universal text discourages students from broadening their interests. (42) Moreover, syllabuses have not kept pace with technological development and advances in science: (43)

"The curriculum problem is equally a key element as they are products of a traditional system and so are not designed to produce individuals who can cope with changes which are taking place in Iraq." (44)

In recent years, curriculum development has acquired special importance as a result of political and ideological changes in the State, manifested not only in comprehensive changes in curriculum, but also in the high degree of centralisation of curriculum control by the two Ministers concerned. The procedure for curriculum and text-book development ensures the participation of socialists in curriculum committees. (45)

2.6 Education Supervision

The general Directorates of Education assign inspectors to the various areas, to encourage and maintain approved teaching standards, check school discipline and review teaching problems with the staff. At present, the Inspectorate suffers from the following problems:

1- Many of the supervisors enter this occupation in order to "escape" from teaching and because they cannot accept or adapt to new ideas. (46)

2- Appointment is often a reward for seniority, and no account of appropriate skills or preparation. (47)

3- The increase in supervisors unfortunately is quantitative rather than qualitative, serving to retain outmoded ideas. (48)

4- The supervisors find fault rather than guide and encourage teachers, resulting in teachers being motivated by the desire to avoid trouble, rather than the needs of their

students.(49)

5- There is lack of organisation in the pattern of visits, especially in rural areas, which is disruptive to schools.(50)

Although many studies point out that supervisors competently carry out their duties, there is particular inadequacy in the area of INSET, especially for new teachers who need induction programmes. There is a need for more supervisors, to alleviate the work-load, while centralisation of the supervisory staff adds to their problems. (51)

2.7 Examinations:

Two types of examination are used to assess pupils' achievement, and as the main basis on which pupils are promoted. The General examination (Baccalaureate) is run by the Ministry of Education through the Higher General Examination Committee, is set up annually for this purpose. Examinations are set held at the end of each stage (grades 6, 9, and 12) and to pass, student must attain at least 50% of the marks in every subject. (52) Between these General Examinations, School examinations are held annually, set by an Examination Committee in each school. The Committee consists of the Head teacher,the Assistant Head teacher and two or more teachers (according to the number of students) who are designated at the beginning of the school year by the Teachers' Council. (53)

In addition to the year-end examinations, school are expected to hold daily and weekly tests, monthly tests and mid-year examinations. To pass the final school examination

the student must attain at least 50% in each subject and an overall average of at least 60%. Students failing one or two subjects may resit at the beginning of the next school year. A second failure means repetition of the whole grade. The same procedure applies to external examinations. (54).

Examinations play a crucial role in determining whether or not pupils will advance to a higher level of schooling and which division they will enter for such schooling. Al-Chalabi (1975), citing Fernandes and AL-Shadhir, claims that the system sets pupils up for failure, and is financially wasteful because of the high proportion of drop-outs and repeaters. (55) For example, "only 17 out of every 1000 pupils entering the first primary year in 1950 were able to complete their secondary education 12 years later" (56)

2.8 In-Service Teacher Training: The Directorate-General of Pre and in-service Training has not only a supervisory role, but also responsibility for the in-service training of kindergarten, primary and secondary teachers as well as educational leaders. Serving primary teachers are offered training in a special unit which uses a multi-media approach, including private study, self-supplementary reading, videotapes, radio and television programmes as well as seminars, workshops, on-the-job supervision and summer courses. The unit is now called The Institute of Educational Training and Development.

Multi-media training courses for primary school supervisors, have also been set up, aiming to improve the

impact of supervision on primary education, and to equip supervisors to tutor teachers undertaking one-year refresher courses. The Ministry of Education also runs various annual INSET courses for secondary school teachers, usually organised according to subject area.

Section B: Vocational Education System

2.9 Short historical review

2.9.1 The First Phase 1870-1958: VE in Iraq began with the first **Vocational Technical School** in Baghdad. This opened in 1870, (57) while Iraq was under Ottoman rule. Iraq was one of the first Arab countries to provide this kind of education. (58) However, it played little role in educational, social and economic transformation, even during British rule which began in 1917, after the fall of the Ottoman Empire. (59)

By 1920 Technical classes had started in Mosul, in the North of Iraq, and in 1921. Sergeant J. Turnbull R.E was seconded as assistant principal of Kirkuk Technical School. (60) In 1921 the first report on Iraqi education showed a reluctance on the part of the people to take up VE, on account of the low status of manual work and because parental preference was to have boys educated for clerical work. (61) Those who did enter the VSs were often from poor families and did not use their training because of the financial pressure to accept a job of any type at the earliest opportunity. (62)

In 1932 Paul Monroe, pointed out that the over-production of young people trained for clerical and

government posts threatened Iraq's stability and concluded that people should enter industry, commerce, agriculture and other producing areas. (63)

Herman Saudov, UNESCO expert in VE was invited to Iraq in 1935 to analyse and advise on secondary education. He also recommended a move away from clerical and official careers, to commerce, industry and agriculture. (64) Such VE as existed (in the Baghdad & Mosul Technical schools) was too theoretical during the first two years, and students did not find it easy to make the changeover from theory to practice. The school had no experience of the reality of economic life. (65)

On 30th June 1946 the Ministry of Education established the Ten-year Projects Committee, in accordance with the Ten Year Plan, recommending the reorganisation of VE along these lines:

1- a six-year period of VE after primary education;
2- five types of VE to be established, viz. for Agriculture, Home Economics, Commerce, Technical skills and Rural teacher-training;
3- small workshops to be established in schools. (66)

At that time there were only three industrial schools; Baghdad, Mosul and later Kirkuk. The course lasted four years. All boys who passed the state primary school examination were eligible to attend. (67)

Agricultural Education: This developed later than Industrial Education, the first school being established in 1926 in

Baghdad, [68] but closing in 1930 because of a lack of students [69]. This school re-opened in 1939 [70], and in 1941 it was moved to Abu-Grib. 42% of the teaching hours were devoted to general science and 58% were for applied Agricultural science. The school suffered from instability, tending to close and re-open from time to time. Moreover, it was directed by the Ministry of Agriculture for a time and then by the Ministry of Education. This situation continued until 1958/59. [71]

Commercial Education: Monroe's report resulted in 1932 in the introduction of commerce as an academic subject in secondary schools. As classes grew, a commercial branch was formed in the same building, and in 1939, the first commercial school opened accepting primary and intermediate graduates. [72]

A number of administrative changes took place before 1943. [73] After this there was a great expansion of commercial education in Iraq, with many schools opening commercial sections. In 1958, The Ministry of Education replaced the general examination with entrance examinations for the scientific and literary secondary schools. Those failing this new examination would enter the commercial schools. [74]

Women's Education (Home Economics): Education for females started in 1932, [75] in Baghdad. The first four-year course had only 58 students and 6 female teachers. However, enrolments increased, and the number of women teachers grew, especially in 1954/55. [76]

The recognition of the role women could play in the re-building of Iraq after the 1968 Revolution, and the changing customs and ideals, led to more opportunities for girls to join the VSs (Agricultural, Commercial, and Industrial), and a decrease in the number of students joining the home Economics Schools, which were finally abolished in 1974/1975. (77)

Al Heeti and Kalil (1986) pointed out that there was now no reason for their existence because such schools had aimed only at producing good housewives, while at the same time there was a demand for women in other fields of education. (78)

A VE regulation was passed in 1940 and the 1945 Provincial Administration Act empowered provincial councils to establish Technical and Agricultural Schools. However, despite an encouraging increase in student enrolments between 1947-1950, the needs of the nation were still not fully met. (79)

In 1949 Matthews and Akrawi pointed to a shortage of adequately trained teaching staff. They also suggested that VSs should be re-classified to give them equal standing with secondary schools. The same writers proposed a follow-up service for graduates and careful study of Iraqi needs at this level. (80)

In 1950, the increase in oil revenues, which stimulated economic growth and increased government spending, resulted in increased demand for VE and Iraq

looked towards UNESCO for help in the provision of experts, laboratories, and visual aids (81). A number of experts visited in response to this request. The first visit, by the Rooth commission, emphasised the importance of an increase in the student population in order to meet Iraq's growing needs in technical and VE, and pointed out that training must be better related to conditions found in industry (82)

Clark, the second UNESCO expert, stressed two principles:

1- VE was not just preparation for white-collar occupations but for all types of jobs;

2- Husbandry should be taught to agricultural workers. (83)

Edwin. K. Ford the third UNESCO expert visited Iraq in 1952. He recommended the establishment of a permanent programme of in-service training for secondary teachers of industrial subjects. He also suggested that English should be a second language in technical schools. (84) & (85)

Rodes, an expert of the FOA, visited Iraq in 1953 in order to design and plan the buildings and materials to be used in technical schools and to reorganise the teacher-training programme for VSs. (86) Thus, by the summer of 1954 a teacher training school was in operation and new regulations for Baghdad technical schools had been proposed. (87)

In 1955 UNESCO pointed out that VE was in need of greater development (88) and so the Development Board proposed a new six year plan, which was established in Iraq in 1955, to improve the VE situation (88a).

Many studies have dealt with this period such as Jamali 1954 [89] Struck, W. J. 1956 [90] Al Habib, M. M. 1955 [91] UNESCO 1955 [92] Qubain, F. I. 1958 [93], Russel, J.C and Buchre, T. F. 1960 [94]. There is general agreement on the following main points which sum up VE in this period:

1- VE was not popular, due to the desire for higher-status for white-collar occupations, rather than manual jobs;
2- There was a lack of qualified teachers and instructors and a need for in-service training programmes. There were more part-time than full-time teachers;
3- The training programme for teachers of technical subjects was inadequate for their needs and for the nation's vocational needs;
4- The programme was too academic.

2.9.2 The Second Phase (1958 to 1968): As part of the efforts to reform the educational system, so as to create a fairer spread of facilities over all districts of Iraq, the 1940 Education Act was modified in order to establish the system more widely throughout the nation and to serve the educational and political needs of the country [95]. Private VSs came into being to help meet the need for skilled labour. [96] In 1960 Lintner said that considerable problems still existed in agricultural education despite the emphasis given to this type of education [97]. Sarufa said, in 1961, that Iraq was in need of many thousands of skilled workers in various areas of industry, commerce and agriculture. Iraq needed many more VSs and higher levels of

education to help the students attain their qualifications.(98)

In 1961 vocational courses were revised and improvements were also made to the secondary school programme, adding vocational courses to secondary school syllabuses to improve their status.(99)

In 1963, Iraq's first educational council was created to develop education policy. It was comprised of the ministers of education, planning and finance; five Baghdad university professors; and three general directors from the Ministry of Education.(100) However, VE was still hampered by the discrepancy between the salaries of teachers of practical skills and those of teachers of general subjects, and the continued negative attitude towards technical occupations.(101)

In 1965, new regulations were issued for VE projects, and a new five year plan provided for five new Industrial Schools to be built. An Iraqi - German technical college was established with many departments for mechanical and electrical engineering, blacksmithing and welding shops. There were also workshops for engine, radio and television repairs. Secondary evening schools of commerce were opened in Baghdad, Mosul, and Basrah. Even so, the UNESCO International Yearbook for 1966 reported that shortage of qualified staff was still a problem.(102)

In 1965/66 a new planning council for educational and social development was established, headed by the prime minister and ten other ministers. This council placed education at the centre of State policy. However, partly

due to rapid changes in membership and partly because it did not take into consideration the results of earlier studies and research, (103) education targets were not met.

In 1958, UNESCO and other agencies offered teachers' scholarships for study on dairy products, agricultural machinery and school gardens.

The five-year development plan aimed to establish Agricultural Secondary Schools, nine Industrial Schools, and five Home Economics Schools for 2000 girls. This resulted in the general rise in the number of students and teaching staff. Although there was revision of all textbooks for Agricultural, Industrial and Home Education, many subjects still had no textbooks and so depended on a manual or syllabus.(104)

In 1969, Al Ukaili discussed the needs of the industrial sector for skilled and semi-skilled workers, pointing out that there was still a need for more schools, that training periods should be shorter, and that official bodies could be created to plan and co-ordinate Iraq's industrial manpower needs and training opportunities.(105)

Despite the efforts made and the increase in vocational student enrolment, vocational students comprised only 3.9% of the secondary education sector and only 0.8% of overall student enrolments in 1967/68. The same problem was reflected in the VE budget: the total education budget was 23.7% of the national budget but VE was given only 2.1% of the education budget for the year 1968.

Al Farhan (1970) discussed training in VSs and the attitudes of students. (106) He pointed out that a lack of correspondence between job performance, training requirements and professional ambitions and commitment. (107) He advocated that agricultural graduates be given the chance to continue into higher education and that teaching methods be given more emphasis. (108)

In 1986 Al Heeti & Kalil stated that a qualitative growth had happened in this period (1958-1968) in these areas:

1- Courses now comprised three years of post-intermediate schooling, with specialisation in the second and third years;
2- The Industrial School was divided into over nine departments, representing various trades. The Agricultural School remained separate, but offered no specialisations. The Commercial School offered commercial science in either English or Arabic;
3- Some improvements were made in curricula and textbooks, but these was still a shortage in some subject areas. (108)

As regards quality, the position is summed up by Mrs Jawad (1987):

> **"1- The vocational schools failed to relate closely to employment opportunities and the needs of economic development.**
> **2- The preparation in the vocational schools remained poor and was not adequate to enable those who obtained the certificate to perform their work efficiently.**
> **3- The curricula of the vocational schools were inadequate.**
> **4- There was a generally negative attitude towards technical occupations, with students**

still preferring academic education.
5- There was an urgent need for a better qualified teaching force in the vocational schools" (110).

2.9.3 Vocational Education after 1968 (Third Phase): In 1970 in Baghdad, the first education conference was held. This discussed the problems facing the development of VE, and particularly the negative attitudes towards manual work. It also considered enrolment targets and VS buildings. The conference recognised the need for a review of the vocational system.(111).

The Eighth Political Report, issued in 1974, proposed an effort to increase VE enrolment by 50% amongst intermediate school graduates and a revision of the VS system, (112) Thus, law No. 198 of 1975 provided for the Establishment of Vocational Education (EVE), with the following aims:

1- Preparation of skilled vocational staff (cadres) with appropriate and practical training;
2- Distribution of vocational training according to the needs of national development;
3- Encouragement of the VE development to improve the country's modern technical and scientific capability;
4- A policy to promote exchange of information between experienced teachers, technicians and instructors; and to consider the needs of specialised sectors (113).

The schools themselves were to be semi-autonomous. Currently, the EVE is both financially and administratively independent. The service and salary regulations of the

production sectors of the Ministry of Industry are now applied to EVE personnel [114]. The EVE in 1985 had fifteen directorates and bureau divided into many sub-sections. (For the overall structure, see diagram 1 of Appendix 2.4, and for the Council of the EVE see diagram 2). In general, these suffered from a lack of technical expertise in order to improve their efficiency. This will affect future plans and be a source of several problems.

The first five-year plan was started in 1976 to develop VE. It was set up by the Ministry of Planning special technical committee in co-operation with the Administration of VE at the Ministry of Education.

The targets set were:[115]

1- That the student population would grow by 1980/81, reach 50,000, i.e. 35% of the total student population at the preparatory stage;

2- An annual increase in graduates from 5,719 to 23,192. The following targets were set for successful implementation.

   a- An increase of teachers to 6678.

   b- 3,245 new class-rooms.

   c- 183 new schools and 750 workshops and laboratories.

   d- A maximum failure rate of 5% and a drop-out of only 2%.

   e- The student teacher ratio by the target year should be 30:1 for theoretical classes and 12:1 for practical training

   f- The average ratio of students in a class must not exceed 30:1 during the period.

g- The number of students would not exceed 600 per school [116].

As with all plans, only a limited success was achieved. Only 39.7% of the planned number of admissions was achieved and only 65.50% of the target number of teachers employed. The plan concentrated only on increasing numbers, ignoring curricula, teacher's qualifications and INSET courses.[117] This plan was criticised by Jawad, who in 1987 blamed poor teaching for student's negative attitudes towards VE. [118]

In 1976, the IAVD was opened, to develop the administrative and teaching cadres by the creation of INSET courses in the administrative, industrial, agricultural and commercial fields and by holding seminars and preparing studies [119].

A report issued in 1977 for UNESCO pointed to a shortfall in the number of VSs, a grave shortage of teachers, and over-reliance on part-time teachers [120].

Abdul-Wahab in 1978 indicated that the increased pace of development in Iraq created new needs for manpower; thus the government had to take important steps to provide the necessary manpower, especially in the semi-skilled area and VE was to be harmonised with these needs [121].

AL Kufaishi, also in 1978, pointed out the lack of trained personnel in the area of industry and suggested that people should be encouraged to enter this field of training [122].

Kuran (1978) observed the lack of skilled labour in Iraq, and felt that negative attitudes to manual work still

deterred people from entering VE training.[123]

Two years after of the first conference of VSs principals, the second one was held in 1978 in Baghdad and led to committees being set up to advise on preparation of textbooks, to review the successes and failures from the first conference recommendations, and to discuss the problems affecting the implementation of the recommendations.[124]

However Al-Rahim, in 1979 said that the target of increasing skilled labour to meet increasing development needs was not being met. [125] Al Sarraf (1979) made the same criticism. [126]

Abdul-Latif (1980) blamed lack of planning in education, especially concerning its relationship with the economic progress of Iraq, for the slow turn-out of skilled workers. [127] Similar views were expressed by Al-Bayrouti (1980), who stated that rapid economic growth made more demands on the skilled workforce, especially since preference was given to nationals over foreign workers.[128].

The Ministry of Education plan for 1981-1985 stated that provision must be made to increase the number of trained teachers and VSs should increase their efficiency.[129] The Ninth Political Report (1982) also dealt with this problem, pointing to insufficiency of VE graduates and the shortage of skilled and semi-skilled labour. [130]

Mehdi and Robinson (1983) maintained that intake into VE remained low because such training still had a stigma attached to it. Those who entered VE usually did so because no other branches of education were available to them. As a result, they did not have a genuine interest in skilled craftsmanship. (131)

A new Education Act, issued in 1983, stipulated that henceforth, entry to VE or academic education would depend upon the intermediate school examination results, though students would be able to express some preference. Applications were then processed by the Ministry of Education. Unfortunately this Act did nothing to solve the problems pointed out by Mehdi and Robinson. VE was still treated as a second -best alternative for those whose results did not qualify them for the academic stream, and social attitudes remained untackled.

The Second Plan (1981-86) gave rise to alternatives plans being put forward by the vocational administration (See Appendix 2.5 for a more detailed breakdown of these plans).

The First Alternative: forward by the Ministry of Education. It was expected that 10% of intermediate school graduates would go to government jobs or centres, and 5% would leave formal education. It was proposed that of the remaining 85% who continued their education, half should be encouraged to enter vocational, rather than academic institutions.

The Second Alternative: was put forward by the Ministry of Planning according to the working paper. This plan aimed to increase the admissions of students to VE to 374,927 during

the period 1981-1986. To carry out this plan, 19823 full-time teachers and 6441 instructors were needed, as well as 148 new VSs.

The Third Alternative: was issued by the EVE itself and its stated aim was to admit 245,879 students in this period. Under this plan 101 new schools had to be built and a provision of 12,000 vocational teachers had to be made.(132)

These plans dealt with the quantitative side only, thus ignoring the qualitative side, whether in terms of the teachers, instructors, students, or curriculum. They failed even to cure the quantitative problems, as numbers of students, teachers and new buildings fell below the target figures. The reasons for this may have been:

a) the planners were not in touch with reality;
b) social prejudice continued to against technical education;
c) people felt that their living standards would be low as a result of pursuing vocational careers compared with those in academic careers.

So, in the student field the EVE could only achieve 34.8% of the alternative one target, 36.0% of alternative two, and only 71.4% of alternative three. In the teaching staff field only 20.2% of the alternative two and 53.4% of alternative three was attained (regarding the first alternative, there is no information about teachers).

2.10 Curriculum:

In the early seventies, a great number of changes and

considerable activity took place to change the curricula of the VSs. (133) The recommendations of the Eighth Conference emphasised the need for such changes. (134) In the light of the resolutions of the Council of Planning No.2 of 1977, plans and new curricula for VE and its three branches were established after approval by the Office of the Deputy Prime Minister. As a result, 102 committees were formed to compile 180 textbooks, of which 151 were brought into use during the academic year 1978/79. (135) In 1980, sub-committees were established to amend and correct the school text books, reconsider the newly assigned curricula and determine any weaknesses in the VE textbooks. (136)

The recommendations of the 3rd conference of the VSs' principals revealed a number of obstacles to the work of the committees. There seemed to be a lack of specialised personnel in planning and establishing curricula. Moreover, the committees were not fully dedicated to their purpose, and rushed their work resulting in many mistakes.(137) Conference Sub-Committees found that the timetable for Industrial Education was too demanding (48 hours weekly). Therefore, a radical change in the school plan occurred (138) Appendix 2.6 shows the subjects and number of weekly hours for all the branches of VE, as they appear now, after amendment. The committees also discovered that 38 VE textbooks needed revision. 91 books were regarded as good and suitable for use.

Books still needed to be compiled for many subjects. 8 committees were formed to compile books on the subject of

Industrial Design, while 15 committees were devoted to designing and preparing practical note books. Another committee confined itself to the food industries. (139)

Very important recommendations emerged from the Working Paper's discussions, in which attention was focused on the fact that,

> **"the vocational education curricula are unable to satisfy the education need, and are not of the desired standard, since their application is mainly dependent on the ability and capability of the teacher in the VS, in the absence of the assigned school textbook, except for some Agricultural Majors"** (140)

In 1982, the decisions and recommendations of the Ninth Central Report highlighted the necessity of bringing about a complete change in the curriculum and in school plans. Moreover, the recommendations regarded it as very important that these school plans should service the development plans and cover the wide variety of subjects which these plans required (141)

Consequently, other committees were formed to study reports of the Ninth Conference of the Arab Ba'ath Party and the Working Paper. Many new major subjects were added to VE, bringing the total number of topics to over 20. (See Appendix 2.7). However, there has been no evaluation of these changes, and they have not been accompanied by a programme for training teachers.

In 1983 Ali claimed that the curricula and school plans in the programmes were not linked with the goals of VE. He pointed out that these plans should consider both the

applied and practical sides. (142) Jawad, through the analysis of her survey carried out among vocational teachers and students, concluded that

> **"More emphasis should be given to reviewing the curriculum of the Industrial Secondary School, and to revising the curriculum of the Commercial Secondary Schools in the light of this function in training Students for the skills needed. A proper curriculum should be framed for working practice, and teaching staff should be responsible for supervision and evaluation of students' work in the workshops"** (143)

Up to 1987, the recommendation of the Sixth Conference of VSs' Principals demanded that the compilation of texts for the new Industrial Majors continue. Moreover, the Report of the Curriculum Department, which was submitted to the Conference, emphasised that some industrial vocational books now required revision, including the modernisation of some of their terminology and contents.(144)

For more details about the EVE machinery for curriculum development and preparation see Appendix 2.8.

2.11 Teaching Methods:

The Seventh Educational Conference (1982), emphasised that not only was there a lack of teaching staff, but also that the teaching methods used in VE were still traditional and lacked variety, contributing to failure to meet teaching aims. Hence, the Conference recommended that steps be taken to combat the shortage of teachers, and that teaching methods be improved to promote students' understanding of the assigned curricula. (145)

VS face the problem of preparation to teach the

practical side, requiring modern and advanced equipment, such as students will meet in employment later. Moreover, the instructors face difficulties in evaluating the experience gained by their students in the applied and skill spheres. However, it is worth mentioning here, that the Agricultural and Industrial Schools are obliged to follow centrally - established annual production plans, tasks set up with the aim of training the students through production. Often, however, the effects are negative:- (146) (147)

1- Production usually means specialising in producing one material, thus limiting the students' activities;
2- Since the main objective relates to production, rather than training, staff are left with insufficient time for lecturing and preparation. Financial rewards are inadequate. The EVE only managed to get a return of 660,000 I.D. on this production in 1985, which only represent 3.1% of the budget allocated to the EVE for the same year. (148)

In order to promote the full and efficient use of audio visual aids by teachers, the EVE has assigned specialists in this sphere among the Educational Supervisors. This enables certain teachers to attend courses and seminars on the use of the new technology, e.g. sound and video recordings. However, the Curriculum and Teaching Aids Department responsible for such arrangements complains that it is prevented from participating in the provision of these courses because of staff shortages and heavy workloads, and points to the lack of co-operation from the Schools

Administrations regarding this matter. (149)

Because many teachers have to teach a subject or area outside their own speciality, either because of staff shortages or unsuitable distribution of topics, they have difficulty in transmitting and communicating the material appropriately. It was noticed on visits to a number of VSs in 1984, 1985 and 1986, that many subjects were taught by non-specialists. It was also noticed that teachers were having difficulty in completing their assigned curricula in time, prior to the examinations. Pressure of examinations can also lead teachers to teach narrowly, concentrating on memory rather than comprehension, in order to maximise the pass rate, for which teachers and school administrations are held responsible.

Specialists and supervisors should be able to help the teacher to build up his experience and to overcome his teaching problems in the class or in the laboratory. However, this assistance suffers from a great number of difficulties, such as:

1- The scarcity of specialists in the languages and sciences; the ratio of teachers/supervisors was 225/1 in 1984/5; (150)

2- Supervisors are given the additional burden of supervising the administration of schools, which distracts their attention from the more specific educational/curricular matters on which they should be concentrating in order to be helpful to teachers; (151)

3- While the VSs are spread wide throughout Iraq there is a lack of Vocational Supervision Centres, resulting in inadequate supervision. In fact, only a small number of provinces possess these centres;

4- Too few supervisors hold higher academic qualifications. Moreover, since selection for these positions is based on length of service, the men and women holding them are mostly of a mature age. They would benefit from training, either at home or abroad. (152)

For the above reasons, supervision as an activity which should assist the performance of the teacher and support him or her in the classroom and workshop, is not used to its fullest extent and does not contribute as it should to VE.

2.12 The teaching staff:

The academic personnel in the VSs (See Appendix 2.9) consist of the following:

1- The principals: According to the law, a principal must have a first academic degree, and not less than five years experience in the educational service;

2- Assistants (Deputies): These have an academic qualification and should have not less than three years service. In the VSs there is usually an assistant for each of three sections: Technical Affairs, Administrative Affairs, and Student Affairs;

3- The Teachers: They should have a first academic qualification, or the equivalent, in order to teach a specialised subject, whether "vocational" or other. The legal work load for the vocational teacher is 21 hours a

week. Teachers are of two types: those who teach academic and theoretical subjects and others who teach technical ones.

4- The Instructors: Graduates from Technical Institutes, with a Diploma, which is now obtainable through a two-year course after the secondary school work is completed are appointed. In exceptional cases, it is permitted to appoint graduates direct from the VSs. Their job is to teach the applied lessons.

In addition, there are specialists and educational supervisors to assist and assess the performance of teachers and the school. (153)

With regard to the academic personal, the following weaknesses in the staffing of VSs can be noted:

1- A great number of the VSs are now managed by unqualified principals i.e. those without a first academic qualification, and/or without sufficient experience in the educational process. Teachers already in the school often have no interest in undertaking this further responsibility, perhaps because the post of the principal is not legally considered a job grade and does not therefore carry any financial reward. Despite all this, the VE Authority endeavours to entrust the administration of schools to the hands of the specialists. This, of course, applies to the principals as well as to the assistants of VSs.

2- In Chapter Three, the preparation and qualification of the teachers and instructors of VSs will be discussed. The

academic and vocational teachers suffer considerable pressure in the EVE because of their limited number, although the EVE has ameliorated the situation to some extent by appointing a great number in recent years. However, this increase has not kept pace with increasing student numbers, as shown in Appendix 2.10 (Tables 1 and 2). This problem has been tackled by the application or suggestion of the following measures:

a) Increasing teachers' hours of student contact to 30 a week of which 9 hours are given as part-time lectures. A remuneration is offered to instructors who have been temporarily loaded with 32 hours until the shortfall in staff is met;
b) Some lectures are to be given by part-time lecturers who are paid in accordance with their qualifications;
c) The numbers of lessons which are legally assigned must be taught in full by the principal and his assistants;
d) Final year students from the VTDs should practice in the VSs;
e) Document No. D/12 (1981) recommended that an unusually high number of teachers and instructors, 1564, should be appointed to the schools of the EVE for the academic year 1981/82 only; (154)
f) Practical courses for the teachers and instructors of Agricultural and Industrial Education were to be increased by of 30% over 1980/81;
g) The number of students for each Major of Agricultural and Industrial Education was to be increased to 25

students for theoretical lessons, and to 15 students for the practical ones, except in Commercial Education, where the minimum class size was to be 30 students;

h) A balance should be reached between the numbers of teachers and student.

However, the appointment and allocation of teachers under the plan, through the Central Distribution of the Ministry of Planning (See Appendix 2.11 EVE employment system), has been subject to criticism on many occasions. This is partly because it does not satisfy the aim of the EVE to attract the good teachers which the EVE desperately needs, nor does EVE have the right to appoint the needed numbers of specialists. Thus, the Working Paper 1980 emphasised that:

> **"The educational establishments suffer from the problem of providing qualified teaching and training staff, from the point of view of quantity and quality, because most of the new appointees are recent graduates from the universities, and the majority do not understand the concepts of the types of education concerned, and are not qualified for them. Hence, and from the quantity point of view, the present method of centrally distributing graduates, does not meet the desired goals..."** (155).

The Working Paper goes on to give the reasons, which can be summarised as follows:

1- The distribution is made by Ministries rather than by the Establishments, which prevents them from obtaining the numbers needed;

2- The education profession differs from other traditional professions and requires special qualities such as

scientific knowledge, intellectual superiority, pedagogical talents and physical competence. These qualities may not be present in graduates selected and distributed by the central administration.

Unfortunately, most of the studies, which the investigator surveyed prior to this research, classify teachers and instructors together, which makes the ratio of students to teachers seem acceptable. In fact instructors are prevented by law from teaching theory. The Education Document of the 11th Conference did made the necessary distinction, as did the 6th Conference of VSs' Principals.

In recent years, academic and technical teachers, as well as instructors, have been teaching very large classes because of the following:

1- The shortage of teaching staff themselves, their numbers never catching up with student increases; planned targets have never been reached, and it seems that the same will be true of the current five-Year Plan, which ends in 1990/91.

2- Statistics include recently appointed staff who have not in fact yet taken up their jobs. In the academic year 1986/87, VSs required 4452 Vocational teachers, of which the available number was 2711. Therefore, 1741 were still needed if the ratio of 30 students per teacher was to be achieved.

With regard to instructors, on the basis of 15 students per instructor, during the academic year 1986/87 the number of instructors required by the schools was 6224, but the actual number available was only 3614, a shortfall of 2610.

These shortages are reflected in the load of work placed upon the teachers. The low availability of graduates from the preparatory colleges and institutes, leads to allocation of extra work to permanent teachers; some teaching staff now teaching double the legal load weekly. Naturally, this induces an exhaustion which is reflected in the students themselves, particularly in the industrial schools. (156)

Since the intake of agricultural students has been reduced recently, teachers from that field have been transferred to the other vocational branches in order to help solve their staffing problems. Despite this measure and the others mentioned, the student-teacher ratio in industrial education was still 139/1 in 1986/87, while on the other hand it was 28/1 in commercial education, and in agricultural education only 13/1. Thus, in that year the ratio in VE overall was 49/1. The situation was even worse for trainers, with a ratio of 15/1, although planning instructors emphasised that it should not increase beyond 15-20/1, from the original 12/1 ratio.

VE also faces problems related to the geographical location of its schools. In 1988/89 there were 258 schools distributed throughout Iraq, both in rural and urban areas. Appendix 2.12 maps the distribution of these schools. Since the majority of teachers prefer to continue to live in their home town, and also prefer the large urban centres, the Educational Authority has difficulty in finding staff for the less popular areas, and in allocating majors to match needs. Therefore, we may find a surplus in a certain

specialisation in one school, while there is a shortage in that subject area in other schools. These facts were recognised in the Working Paper of 1980, which suggested paying special allowances to teachers in some locations, based on specified tables and instructions. However, this suggestion has not yet been implemented.(157) (158)

2.13 The Examinations:

The types of examinations in VE do not differ from those of the Academic Schools. (See Appendix 2.13) Technical courses in the VSs divide credit marks equally between theoretical and practical areas. The disadvantages of the examination system in the VSs are as follows:

1- A degree of unfairness exists because the student's practical effort and activities during a year or during the entire course are ignored. Success or failure is determined solely by the marks awarded in the final examination.

2- The examinations pay no attention to the practical side of the student's ability, giving all the importance to theory, as do the Academic Schools. Thus in their current form, they are unable to assess the practical skills of the student.

Appendix 2.14 illustrates the high failure rate and wastage of student ability that VE suffers, particularly in the final (General) examination for the Secondary School Certificates, despite the proposal in the plans of 1976 and 1981 that the failure rate should not exceed 5% (159). In addition to the monthly and mid-year examinations there is a

final examination for the first and second-year students of the VS. Third-year students enter the external examination of the SSC which they must pass in order to graduate. This examination takes place under the supervision of a supreme committee, annually formed at the Ministry Centre. The success and failure rates are considered as indications of the success of the school administration and the teacher himself.

Despite a great number of critical studies, recommendations, and decisions which have demanded that the examination system be amended and made more flexible, and other means to evaluate the ability of the students be added, the examination remains one of the most significant obstacles in the way of students.

The recommendations of the 7th Educational Conference, placed the emphasis on methods of evaluation and concluded that:

1- The examinations should be of various types and not function as the only means to evaluate the proficiency of the student. In addition, daily tests, the student's class activities, his sense of responsibility, social relations, attendance and participation in various school activities, should all be taken into consideration.

2- Realistic questions should be asked in monthly, quarterly and final examinations, taking into account the environmental (geographical) circumstances of the area.

3- The school examinations should be improved so as to evaluate not only the student but also the teaching, the

curriculum and the textbooks. (160)

The wastage as a result of vocational examinations was rated at 14.5% in all years of Vocational Majors in 1983/84. Added to that is the 1.4% of absentees (Drop-outs) for whom the examination is one of the obstacles hindering their completion of study. However, rate of student loss was greater in the General examination. For example, in the Agricultural schools, the rate was 26.4% and in the Industrial Schools it was 16.2%, while in Commercial education it was 10%. There has been a high increase in the failure rate in the General Examination of the VE, apparent from the comparison between the rates of 1973/74 and those of 1983/84.

2.14 Finance: As seen in Appendix 2.15, the income of the EVE is composed of: (161)

1- The annual financing budget granted by the investment programme of the national development plans and the regular budget of the State;
2- The EVE returns from selling its products, (school products), or returns for services to others;
3- Gifts and subsidies;
4- Any other legal resources.

The schools' administrations annually submit their budget for the coming year to the Accountancy division in Baghdad. The latter studies all the schools' applications then distributes the allocated amounts to the EVE from the budget of the Ministry of Education -Alterations are usually

made to meet the amount demanded by the VSs to cover their expenditure. A principal of a VS enjoys a wider authority than his counterpart in the academic school because of the nature of the VS's function, as it consumes and produces simultaneously. Therefore, these schools require training and raw materials for industrial and agricultural production and, in addition, they require maintenance and fuel expenses.

The general budget of the EVE increased by 1729.4% between 1968 and 1982, (See Appendix 2.16) while the increase of students during the same period totalled 879.6%- a fact which Al-Jabir mentioned in 1982. He noticed that the expenses of VE had sharply increased in proportion to the number of registered students, i.e. the annual expense rate had increased by 26.3%, while the number of registered students had increased by 20.3%. However, the increase in the ratio of teachers had risen by only 17.6%. (162)

The figures for recent years show that the budget of the EVE had increased to 25,719,400 I.D. by 1986. (163) However, from the 1985 budget, estimated at 20,516,450 I.D., only 840,000; i.e. 4% was actually spent on textbooks and 400,000 I.D. (1.9%) on raw materials. It is understood that part of the latter was used for production rather than training. The rest of the budget would have been used for salaries and other administrative expenses. The EVE's returns from sales of the same year were estimated at 660.000 I.D.(164)

The cost of each Vocational Student, was 752.5 U.S.

Dollars in 1979, because the Iraqi Vocational Student took fourth place among the students of states selected by UNESCO for sponsorship in that year. (165) In 1982, the cost of the vocational student was 287.2 I.D.(166)

Despite the increasing sums allocated to VE, these actually represented a decrease when viewed as a proportion of the general state budget, from 0.50% in 1968 to 0.29% in 1982.

The introduction of the New Law of EVE in the year 1975 gives VE teaching staffs higher pay than their colleagues in academic education. There is a discrimination between vocational and academic staff in favour of the vocational, in order to improve the status of the vocational cadres(167)

2.15 Conclusion

In spite of an increased student population, an increase in the number of schools (which amounted in 1988/89 to 258) a variety of specialisations and new departments, and some qualitative developments, the EVE system is still plagued by a number of problems, of which these are a few:

1- There is no special feature at present that marks out the VE system, from the academic system, so we can say the VE system is really a carbon copy of the academic system;

2- Shortages in the numbers of trained teachers and their qualifications in both the Technical and Academic fields and a shortage of Instructors, which has a negative effect on student efficiency. None of the five-year plans, have provided the remedy for this situation. They provide

quantity but not quality, despite the EVE's co-operation with Higher Education bodies in Iraq and steps to open VTD; and in spite of the opening of the IAVD in 1976 which started its INSET Courses in 1977;

3- The Administration of VE has not succeeded in changing negative social attitudes towards VE, which are rooted in the past (since 1870). From its inception, the attitude has affected families and students negatively and because of this, all plans have failed to recruit 50% of the Intermediate School graduates;

4- The curricula and study plans are still out of touch with the reality of the social and economic market in Iraq. This is illustrated by the fact that the graduates from VE are unfit for the reality they face when they leave school;

5- Although the VSs have participated in carrying out part of the plan(s) to make quantitative increases, the EVE still faces many tasks related to the deficiencies in quality, the building of new schools, and provision of equipment;

6- The official EVE budget reveals that no money has been allocated to the support of the INSET programmes. This causes great difficulty for those in charge of INSET;

7- The teachers and instructors are prevented from attending INSET activities due to their heavy work-load especially as they often have to undertake part-time employment after a full day's duties;

8- The examination system requires the teachers to cover all the curriculum, so as to achieve a high percentage of

success. This has resulted in a restrictive method of teaching being adopted by the teaching staff, based on the dictation method, which does not encourage comprehension and enquiring attitudes. In addition this system of assessment causes (a) teachers' reluctance to be away from their schools to attend INSET activities; (b) the principals to feel it is important for the teachers to remain in their jobs at the school, and to refuse to send the teacher for further INSET training;

9- Within the EVE no administrative structure exists to run INSET (excluding IAVD) and be responsible for INSET programmes. This indicates the low priority still accorded to INSET provision in the EVE.

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Chapter Three

Iraq's Pre-service Teacher Training System.

3.1 Introduction

No-one can analyse the effectiveness of the INSET without considering the subject of pre-service education, because the two activities are inter-linked both structurally and chronologically and because the aim of teacher education and training, whether pre or in-service, is to promote the educational process. It is therefore sometimes necessary to re-examine the method of teacher training and the content of training programmes. Moreover, there is now a tendency to think of teacher education and training as a continuous process which should disregard traditional frameworks, and pre- service as the initial stage by which the educational process begins.(1) Gray states "pre-service and in-service training are fundamentally two parts of the same process." (2)

This chapter attempts to illustrate development in the pre-service training of academic and vocational teachers, and the instructors who work in the VSs, highlighting the strengths and weaknesses of the present system. Finally, a policy of teacher preparation is suggested which it is believed would be in keeping with (general & special) educational aims as currently understood.

3.2 Short historical Review:

It will be useful to focus on the progressive development of teacher training establishments which were

established after problems of teacher deficiency arose. Setbacks were suffered by the Iraqi secondary schools (academic and vocational) in the 1920s, on account of lack of specialised teachers. Educationists felt the need to establish an educational institute whose graduates would remedy this deficiency.

The programme was initiated in 1923 when evening classes were opened and teachers of primary school enrolled. leading to the foundation of the Higher Teachers College in 1927. Female teachers were not allowed to join until 1937 when study became mixed. The college of Education, as it was by then known, amalgamated with Baghdad University in 1958. (3) In 1949 Matthews and Akrawi claimed that teachers in Iraqi secondary schools came into service by four major routes, which were:

1- Teachers from abroad, especially from Egypt, Syria, and Jordan, but also Palestine and the United Kingdom;
2- Iraqi graduates who had trained in foreign countries, either as private students or under government scholarships;
3- Graduates from the Iraqi Higher Teacher Training College;
4- Advanced teachers from primary schools, especially those with particular abilities in the Arabic language. (4)

They pointed out that the secondary schools suffered from a deficiency of female teaching staff, which could not be met by the Higher Teacher Training College. This led to the establishment of the "Queen Alia Institute for Girls", which offered a three year post -secondary course of study.

The institute was attractive to young women for the following reasons;

1- The period of study was three years instead of four;

2- Since it was open only to women, fathers were amenable to their daughters attending.(5)

Appendix 3.1, illustrates the extent to which Iraqi teachers contributed to teaching in 1946 according to their qualification (excluding lecturers and foreign teachers). We can determine that 440 teachers or 71.7% were graduates of colleges or universities, who had studied for four years after secondary school. 20.1% were graduates who had completed courses lasting 2-3 years. 8.2% had no education beyond secondary level. Because of the need for teaching staff to fill vacancies, the Ministry of Education undertook to train the better graduates on special courses and appointed them as teachers at their own VS. These courses continued to provide teaching staff for the schools scheduled to be opened.(6)

In the annual year-book of 1953 it is pointed out that the head officers in the Ministry of Education had a special interest in the shortage of good teachers in secondary schools and therefore the first group of people to graduate from the Arts and Sciences Colleges were appointed as teachers in these schools. The Ministry also took into consideration the viability of giving students scholarships to attend Western and Eastern universities. (See Table 3.1). Students were also encouraged to study abroad

privately. By these means it was hoped to obtain as many graduates as possible to meet the need for teachers. (7)

The yearbook of 1955 pointed out that for the year 1955/56 the number of students graduating from foreign universities was 76 from America, 18 from Britain, 2 from Arab universities, 1 from a Turkish university, and 8 from France. (8)

The Council of Iraqi Ministers allowed a considerable number of students to study abroad in line with plans made for 1954 to 1958. Indeed, 720,000 Iraqi Dinars were allocated in the Iraqi budget to cover 152 scholarships for the year 1957/58. (9)

Table 3.1 Number of students sent abroad

Years	Number of students sent abroad
1954/1955	114
1955/1956	120
1956/1957	130
1957/1958	152
Total	516

During the years between 1923 and 1955, Iraq only had 12 colleges and 6 Institutes of Higher Education. In 1930/31 there were 485 registered students. This number had increased to 6440 by 1950/51 and after the revolution of 1958, the number increased from 8241 in 1958/59 to 26,607 in 1966/67. (10) & (11)

Throughout this period, no university existed, although there had been many attempts to establish one, beginning in 1921. (12) In 1957, the council of Ministers

decided to legitimize the university of Baghdad. The proceedings were agreed by parliament and the university was finally established in 1958 by republican decree. (13) The University was given financial and sociological support and the colleges appended to other Ministries, such as the colleges of agriculture and medicine, were joined to the university.

After 1958, Iraq saw the development of other universities, particularly during the 1970's. Currently there are 10 universities as well as technical institutes.

As the teaching staff of VSs come from the universities and colleges previously mentioned, it is worth looking into the educational establishments which provide the teachers. These establishments are the colleges of education at the universities of Baghdad, Al- Mustansiriya, Mosul, Basrah and Salah Al-Deen. There is also the Department of Education for Women which belongs to the university of Baghdad and which was established in 1983/84. These departments are sub -divided into Humanities and the Sciences. Graduating students are assigned by the Ministry of Planning to various academic and VSs around the country, within the remit of the Ministry of Education. The main aim of these Educational Colleges is to provide male and female teachers for secondary level schools.(14)

3.2.1 Colleges of Education:

1- Department of Education - University of Baghdad:

The aim of this college is to prepare intermediate and secondary school teachers, as well as Teacher Training College staff, with the scientific and educational skills and attitudes required for the country's development. As previously mentioned, this college was added to the University of Baghdad in 1958, from when it was known as the College of Education. The college was closed in 1969 and re-opened in 1971 as an 'Institute' offering one-year diploma courses in the teaching of Arabic and English Languages, Social and Natural Sciences and Mathematics. However, the department subsequently reverted to the former system of 4 year courses, at the end of preparatory schooling. These courses qualify graduates to teach in secondary schools. The college has many departments and branches. (15) The units of study of the Humanities and Science Department in the Educational College of Baghdad University can be seen on Appendix 3.2, Table 1.

2- College of Education - University of Mosul:

This college was established in 1975, with the objectives of preparing teachers for the secondary schools through the development of various branches of knowledge, and to support research, the writing of papers and translation. It aims to establish a close relationship with scientific establishments. The college is made up of the following departments; a) Language, b) Social Sciences, c) Physics and Mathematics, d) Chemistry and life Sciences, and

e) Education and Sociology. The latter department was established in 1976. (16) The duration of study is four years.

3- College of Education - University of Basrah:

This college was also established in 1975. The system of study undertaken is known as the term system. The final results of the student depend on the assessment of his work over two terms. The objectives put forward by this college are to prepare teachers for the secondary schools and to meet the requirements of the growth plan. At present, this college is made up of nine departments embracing the sciences and humanities. (17)

4- College of Education - University of Al-Mustansiriya:

This college was established in 1976 with the aim of encouraging teachers for the secondary schools and institutes of teacher training to graduate through its departments of physics and mathematics. The duration of study is four years, leading to the award of a Bachelor degree. The subjects studied are both practical and theoretical and weekly hours of study between 24-32 hours can be expected. (18)

5- College of Education - University of Salah-Al Deen:

The college was established in 1976. After the preparatory stage of education, four years study is required, leading to a bachelor's Degree. When the college was first established it had only two departments: the Department of Chemistry and Life Sciences, which constituted

two branches, and the Department of Mathematics and Physics. A recent addition to the college is the department of Education and Psychology. (19)

To the institutions mentioned above, have now been added four new universities, each with a College of Education, established in accordance with an RCC Resolution 1987. However, as no students have as yet graduated from these new institutions, no data are available. (20)

In addition to the five education colleges and academies, there are many others such as the Colleges of Sport at the Universities of Baghdad, Basrah and Mosul and the Art Academies at the Universities of Baghdad and AL-Mustansiriya. (21)

In the case of the academic schools mentioned, the Ministry of Education did not appoint only graduates from the Colleges of Education, but also, due to the shortage of such graduates, graduates from other disciplines to teach such subjects as mathematics, physics, biology, Arabic, English and other necessary specialisms. Graduates from the other Science, Arts and Islamic Law Colleges, i.e. non Educational Colleges, are considered as unqualified teachers.

Sometimes it is necessary for the EVE to transfer staff from other bodies to join its teaching staff, even though these staff members are usually from non-educational colleges. The same applies in technical colleges. It is worth mentioning at this point that the EVE used to rely on the appointment of graduates from the VSs to act as

instructors in its schools. This is still true today whenever the need arises.

3.2.2 Vocational Teachers' Departments (VTDs):

The sources of preparation for technical teachers for VSs has now been investigated, especially in the areas of languages, general science and humanities. Light will now be shed upon the VTDs in Iraq. The idea of establishing VTDs arose for the first time in the 1970s. Before then, there were no specialised colleges or institutes and VE relied solely on Engineering, Agricultural and Administration Colleges for its teachers. Some students undertook unrecognised courses to gain a qualification but they were viewed as unqualified teachers and instructors because their courses did not include educational or psychological studies which were deemed essential for a qualified teacher in VSs.(22)

1- The Industrial Teachers' Department (ITD):

This department was established during the academic year of 1976/7 in the University of Technology in Baghdad.(23) It is the only one of its kind and it is through this department that Industrial (technical) teachers graduate in order to meet the needs of the industrial schools. Unfortunately there are only three specialist study areas available, each in a separate section: (a) the Electrical Section, (b) the Mechanical Section, and (c) the Construction (building) Section. The department is unable to meet the needs of all vocational and industrial schools.(24)

2- Agricultural Teachers' Department (ITD):

There were formerly two such departments, both now closed: one at the College of Agriculture at the University of Baghdad (founded in 1976/7, closed in 1987/8); the second at the College of Agriculture and Forestry at the University of Mosul (opened in 1981/2 and closed in 1987/88).[25] Both departments offered four-year post-secondary courses, leading to the award of a B.A. degree in Agricultural Engineering and Education. Both departments were made up of the following sections; [26] (a) Food Industries, (b) Protection of Plants, (c) Horticulture, (d) Animal Husbandry, (e) Field Crops, (f) Soil, and (g) Agricultural Guidance.

3- Commercial Teachers' Departments (CTD):

Currently there are two departments, one established in 1976/77 at the college of Administration and Economics at the University of Baghdad, the other in 1977/8 at the College of Administration and Economics at the University of Mosul. [27] The graduates of these colleges are awarded a B.A degree in Administrative and Educational Sciences, The length of study at post-secondary school level is, again, four years.[28]

4- Technical Instructors' Department (TID):

There exists only one such department at the College of Technology in Baghdad. It was first established in 1974/5. [29] Taking into consideration the nature of the curriculum in the industrial schools and the vocational institutes which integrate the theoretical and practical sides, it

provides technical instructors, to train students in practical subjects in workshops and laboratories. The department offers a Diploma after two years of study following secondary school. (30)

Before the first group of students graduated, graduates from the VSs themselves acted as instructors. The EVE now uses the graduates from this department which offers majors in: (a) Electricity, (b) Mechanics, (c) Chemical Industries, (d) Civil Engineering, (e) Textiles, (f) Electronics, and (g) Electro-mechanics.

3.3 The Selection of Students:

The selection and acceptance of students into institutes, colleges and Higher Education generally is carried out in line with the Central Acceptance Plan which is run by a special office entitled the Central Acceptance Office in Baghdad. This office forms part of the Ministry of Higher Education and Scientific Research. Each year the office issues instructions as to the selection process. This Office deals with all the administrative details appertaining to the colleges etc., from the courses to the final examinations. It deals with all the applications from secondary school students; the forms offer the students 52 alternatives, from which they may chose according to preference. However students may not be awarded a study place in their preferred field. The first criterion considered when allocating places is examination results. The other conditions which make up entry acceptance are;

(31) (a) That the student be Iraqi. (b) That the student has obtained the secondary school certificate. (c) That the student passes a medical examination. (d) That the student does not have a criminal record. In addition, college interviews are held in order to assess mental health.

Since selection of students is centralised, the details of acceptance of students into different colleges does not vary. The results of external examinations, are the critical component. However, the Educational College accepts those with lower passes, hence they are deprived of the best students who will go to other colleges. The range of marking also limits the entrants who may wish to attend. The interview, arranged for new students, covers only routine matters. It consists of oral questions and lasts about 5 minutes. It is instructive in this respect to compare selection methods and interview for new students in Great Britain, where scientific and specific means of selection are often used as shown by this example reported from the DES in 1987;

> **"Candidates were called for interviews and tests which were spread over two days. Interviews were conducted by the head of the subject Department or the course co-ordinator, and teachers from a panel which had been formed following consultation with LEA advisers. Candidates had two individual interviews and took part in a group interview. They were also involved in practical activities including dance, gymnastics, swimming, and a game of their own choice during which they were watched by tutors and teacher."** (32)

In the opinion of the investigator, new conditions should be introduced to replace the present system of

enrolment and interview committees. These committees, which meet annually to consider the new students, should be given more authority, and follow various other methods for the selection of students.

3.4 Curriculum

1- Colleges of Education: The pre-service training, for both vocational and academic teachers, occurs after the secondary school stage ends (i.e. at university stage). The length of study is four academic years. Graduates of these colleges are awarded bachelor degrees. The following study systems apply in the colleges; (a) The full year system, (b) The term system, and (c) The course system. The study plan is also divided into:-

(a) Units of scientific subjects;

(b) Units of national and socialist culture;

(c) Units of educational and psychological study.

Only 8% of the course time is devoted to the professional and educational part of the academic teacher's pre-service programme, an extremely low figure compared with pre-service training in other countries, some of which allocate between 25-30% of the plan to these studies. The more specialised scientific side, with its theoretical and practical divisions, account for 84.5% of the unit plan, a particularly high ratio compared with other countries' programmes where the scientific subjects do not exceed 60% of the time. (33) In addition to the above, observation and practical training periods for students in these colleges

occupy no more than one month during the final year.

2- Industrial Teachers' Department (ITD): Appendix 3.2, Table 2 clearly shows that the theoretical and practical parts of the specialised scientific study together make up 87% of the total number of units of study, an extremely high proportion in comparison to the time spent on educational and psychological units. These latter units comprise;

(a) 2 hours weekly on the principles and techniques of training;

(b) 4 hours weekly on the principles and techniques involved in the use of Educational Aids;

(c) 2 hours per week on educational psychology and evaluation;

(d) 2 hours per week practical sessions. In the final year the students undertake practical teaching in VSs two days per week.

3- Agricultural Teachers' Departments (ATDs): As regards the Agricultural teachers departments, the specialised, scientific study makes up 75% of the total number of units of study, 52% being theoretical and 22.5% practical. The national and socialist culture units account for 10.5% of the total plan and the educational and psychological units 14.5%. (See Appendix 3.2 Table 3 and 4). In this case the educational and psychological units comprise: (a) 3 hours per week on the principles of Agricultural Education. (b) 3 hours per week on educational psychology. (c) 5 hours per week on visual aids (d) 3 hours per week on curriculum design (e) 3 hours per week on measurement, and evaluation

(f) 6 hours per week on teaching methods and practices (g) 2 hours per week at educational seminars.

At the ATD in the College of Agriculture at the University of Baghdad the 'term' system is applied whereas that in the Univeresity of Mosul follows the full year sysytem. The latter University, only four weeks during the second term of the final year are allocated to practical sessions.

4- Commercial Teachers' Departments (CTD): The study plans of the two departments at the Universities of Baghdad and Mosul allocate 73% of the total study units to the specialised scientific subjects; however, this study is all theoretical; no time is allocated to the practical side. (See Appendix 3.2, Table 5). 14.5% of the plan units are set aside for the study of national and socialist culture and a mere 12.5% for the Educational and psychological units. Again, observation and teaching practice lasts for only four weeks, undertaken during the second term of the final year.

5- Technical Instructors' Department (TID): During the first year of study, TID requires students to undertake 30 weeks of theoretical and practical material, 8 weeks being set aside for practical study in laboratories and other establishments. The second year is made up of 24 weeks of study and two weeks of actual practical training sessions in Technical Centres and VSs. The student must also submit a project within a limited time scale of eight weeks.

Comparison of the number of graduates from the VTDs and

the numbers needed by the VSs shows that there are not enough graduates to fulfil the requirements of the schools. The year 1981/82 is a prime example of this problem: 457 Industrial teachers were required and yet the actual number of students who successfully graduated from ITD was only 300, some of whom had majored in construction, a subject which was not needed by the schools. The situation was much the same in the CTDs where, during the same year, 474 teachers were needed and only 208 qualified. (See Appendix 3.3, Table 1, 2, 3, and 4).

The capacity of pre-service establishments is still considered to be very low and they are not able to meet the requirements of the VSs. Not only are graduates lacking, but also these establishments do not cover the many specialisations which the EVE call for. The problem necessitates the following action:

1- Provision of sufficient qualified personnel, be they teaching staff, technicians or administrative staff;
2- Opening of new branches and departments;
3- New institutes, libraries and laboratories.

The Ministry of Education has recommended that to meet the needs of the increase in the number of Colleges of Education many new college departments should be opened.(34)

3.5 Teaching Methods and Educational Guidance:

There are very few studies which deal with this particular subject in relation to Iraqi establishments of teacher training, however conclusions can be drawn from indirect references made in previous studies.

The teaching methods used in Iraqi colleges and Universities have been stamped by traditional and formal attitudes. For example, lectures concentrate almost entirely on theory.

Examinations mainly focus on the theoretical side. The over -concentration on text books, discourages students from using the Learning Resources Centre (libraries) to research and make notes, or to conduct his own research.

In spite of the many teaching methods which are adopted by universities world-wide, and which emphasise the vocational and technical sides of study through observation, visits, workshops, seminars and films, the teaching methods used in Iraqi establishments of teacher preparation are distinguished by their lack of diversity by underdevelopment of audio- visual aids, and by the traditional nature of their teaching approach.

It is worth pointing out that there have been criticisms of this system. The Working Paper of July 1981 revealed that deficient teaching methods led to weaknesses at graduate level, including a lack of innovation. This paper encouraged both teaching staff and students to use reference books and other sources to expand their knowledge and acquaintance with professional skills (35).

Unfortunately this extra-curricular use of the resources available in the colleges, such as laboratories and libraries, scientific workshops and teaching aids, was limited and was not reflected in teaching methods. The

intention was and is for the practical studies to support and enhance the theory.

The following points are put forward as possible reasons for the apparent failure of this concept:

(a) There are too few technicians to oversee the research facilities;

(b) Teachers lack enthusiasm to create the practical activities required. This is probably due to weaknesses in their training, particularly a lack of stimulation which can be a cause of laziness;

(c) Some University teachers are of a low academic standard; the general shortage of staff has forced Iraqi Universities to employ substandard staff;

(d) There has been a rise in the teacher/student ratio. This was 1:18 in 1980 and reached 1:40 in the ITD that same year;

(e) There is too great a reliance upon textbooks for study, which led to inaction.

A similar situation was faced in some of great Britain's colleges and universities in the late 1960's and early 70's as they had become complacent as regards new technology. This was highlighted in 1971 by the Central Committee of Advisors and Teachers, which stressed the need for the training curriculum to be strengthened and updated. (36) & (37) These deficiencies were eventually corrected by the establishment of CATE.

If such problems could be encountered in a developed country such as Great Britain, it is not surprising that

they should exist in Iraq, a developing country where the introduction of much modern technology is comparatively recent, and where concerted efforts to upgrade the education system began as latest 1968.

It is worth mentioning at this point, that Universities experience many difficulties in maintaining and running, and therefore benefiting from, the equipment available, particularly since the development of scientific research facilities over the past 10 years and the increase in higher education studies in some University departments. These problems can be identified as follows:

1- lack of co-ordination in acquiring and importing large, specialised equipment and of increasingly multiplying sources leading to the acquisition of some unnecessary equipment;

2- A scarcity of trained technicians who are able to repair and maintain *laboratory equipment;*

3- A lack of co-ordination between the Higher Education Ministry and other ministries with regard to importing and using scientific equipment. (38)

With regard to observation and practice, the culmination of the vocational teacher's and instructor's preparation programme should be practical teaching experience under the close supervision and guidance of an experienced teacher. It is during this period that the student has the opportunity to test what he/she has learned in the classroom, laboratory or workshop in a real life

situation. It would be true to say that no teacher preparation programme should be considered complete without provision being made for this practice teaching . Students must be given the opportunity to gain self-confidence, and to determine how they are most effective, under the supervision of experienced people. This period of observation and practice can be considered as a period of illustration as to the student's achievements gained over the four years spent in pre-service establishments. Taylor, in his book on the preparation of teachers, declares this period is;

> **"To give students opportunities to practise their skills, to achieve familiarity and understanding of the needs of children and the institutional environment of schools, and to relate the kinds of learning which they experience in the college or department to the realities of the class room"** (39)

Many studies have confirmed the necessity of achieving a balance between the theoretical subjects (whether academic or vocational) and the practical sessions which put the theory into operation. For example Kadhim, in 1979 pointed out

> **"The prospective teacher is given four to six weeks of practice teaching in secondary schools in the Baghdad area, for ten to twelve hours a week. This means the average number of teaching hours is about fifty to sixty for each student."** (40)

However, the outlook in Iraq is unfavourable for the following reasons:

1- The scope and period of observation and practice does not exceed one month. This is considered to be a very short

practical experience, especially if it is compared to the practical sessions enjoyed in other developed and developing countries. Most of these allocate at least one academic term and some allocate as much as one year to the practical learning experience;

2- The limitation of practical training to one month at the end of the final year restricts, to a great extent, the opportunity for the student to observe all aspects of the educational process and therefore he/she will find it difficult, if not impossible, to develop the full range of teaching skills;

3- The observation and practice period is considered merely as a temporary part of the course which has no real link with the educational process.

4- It is seen as a time of relaxation or a break from the routine of teacher training; (41)

5- The actual practical sessions are run subject to an imposed programme of instructions;

6- The administrative side of the course takes precedence over educational considerations in the allocation of students and supervisors to schools; (42)

7- There is a lack of help and understanding on the part of school administrations, leading to the sessions being considered only in a marginal or traditional light;

8- There is an increase in the number of practising students allocated to each supervisor and also in the distance they have to travel between different schools, thus the number of visits is decreased;

9- The relationship between teaching practice and college aims, syllabus or new methods of teaching, is not clearly specified;

10- There is a scarcity of research and studies into the development of the teaching practice process.

The increase in the number of students applying far outnumbers the teachers who are able to supervise (there are no more than three specialists in teaching methods in CTDs and ATDs) and this makes it difficult for students to be supervised adequately.

The geographical location of the VSs to which students may apply for their period of observation and practice proves to be another problem in that students are unable to discuss, and therefore learn, from their tutor. This problem was assessed by the DES in Great Britain in a report issued in 1972. This revealed:

> **"Tutors, as the number of students has increased and their placements become more distant, have spent more time in travelling to and from schools and less in supervising students. They may find themselves trying to help students in school situations with which they are themselves unfamiliar. The result is sometimes that students may receive little detailed professional guidance."** (43)

The report continued to say that the practice period did not provide all the training many students felt they needed, as they strongly asserted;

> **"Many students are vehement in asserting that teaching practice is one of the most valuable and one of the worst conducted parts of their training .... Many teachers in school remain in ignorance of the purpose of teaching practice and, even more important, of the**

contribution to it expected of them." (44)

It would seem a valid point to say that in Iraq there should be at least one academic term set aside for such training and it would be even more beneficial if this could be extended for one year whereby the first half term could be reserved for observation and the last half for practice.

School administration should take a more active role in the provision of important scientific and vocational facilities for their students.

The main aims of the Educational Guidance programme in Iraq are to inculcate loyalty to the nation and to implant in the students the spirit of collective work, as well as the more obvious academic ambitions. However this programme is still in an experimental stage, and it therefore suffers from the following problems:

1- Scarcity of qualified lecturers in this field;

2- Lack of attention to this experiment by the teachers or students;

3- Lack of co-operation between the union of Iraqi students and the Iraqi staff in Educational guidance as regards the duties exercised by the latter.

Two papers, the 'Working Paper' and 'Trends and Indicators of Education', made many recommendations with the aim of solving the problem. It was recommended that the principles of instruction be limited to the execution and following up of the aims of the Educational Guidance Programme and that there be co-operation between the students' Union and the teaching staff.

The experiment was to be evaluated annually and a report submitted to the Ministries describing the achievements and pointing out suggestions:-

> **"The problem of lack of guidance could be solved by assigning the student teachers to work under the supervision of experienced teachers. Regular meetings should be held in the college of education to provide such teachers with the experience and guidance they themselves need."** (45)

3.6 Teaching Staff:

The minimum qualification for a university lecturer in Iraq is a Master's degree. These lecturers in Iraq are of Iraqi, Arab and foreign origin. Throughout the period 1968/69 to 1979/80 their number increased from 1,730 to 5,680. This latter figure includes 1,545 staff members of the Establishment of Technical Institutes (ETI). The growth during this period was therefor 228%, representing an annual increase of 21%. The Iraqi nationals totalled 3,397 of whom 1530 held a Masters degree and 1,808 had a Ph.D, or its equivalent, as well as 59 different certificates of qualification. They can be divided into four job categories; (46)

1- Lecturer.....1,245.

2- Senior Lecturer.....1,346.

3- Reader (Assistant Professor)..620.

4- Professor.....186.

The Arabic members of staff totalled 587 and the other nationals 426. The percentage of non-Iraqi staff varied from one university to another. (47)

During the academic year 1989/90 the total number of staff in universities reached 10171, the Iraqi staff making up 9612 of that figure (7519 male and 2212 female). The number of Arabic and foreign members of staff had fallen to 440, on account of staff turnover and an increase in the Iraqi sector. (48)

The average ratio of student/teacher, as in 1979/80 was more than 17 students per lecturer. This figure again varied between the universities, 18 students per lecturer at the University of Baghdad, 16 students per lecturer at the University of Mosul, 20 students per lecturer at the University of Basrah. At the University of Technology, however, the ratio was 41:1, distributed amongst the following disciplines: a) 19 students per lecturer in Medical Sciences, 9 students per lecturer in Agricultural and Veterinary Sciences, 20 students per lecturer in Humanities and Sociological Sciences, 11 students per lecturer in Pure Sciences, and 43 students per lecturer in Administration and Commercial Sciences. (49)

The number of teaching staff in the colleges of Education during the academic years 1980/81, 1981/82, 1982/83 and 1983/84 was 696, 475, 706 and 798 respectively. These figures represent the holders of Ph.D's, Masters and Higher Diplomas. In 1984/85 the figure rose again to 813. When 14091 students enrolled in all the grades of the Colleges of Education that year, the student lecturer ratio was found to be approximately one lecturer to 18 students. When compared to the ratios in other countries, this ratio

must be considered a good one.

Unfortunately however, in the ATDs and CTDs the number of teaching staff never exceeds three per department. The situation in the ITD is better; in 1984/85 there were 52 members of staff (19 holding a Ph.D and 33 a Masters degree), as well as 22 engineers and 20 technicians. (50)

A high ratio of students to lecturers in the VTDs during the same year could be considered to have limited the ability of the staff to carry out research and other activities, which would in turn stultify professional growth and student/lecturer contact.

In 1985 Document No. 6 made many recommendations to improve the quality of staff in Iraqi colleges and institutes:-

1- The selection of the 5 students from each branch who attained a first class bachelor degree to form the nucleus of a teaching framework by providing them with the opportunity to continue their Higher Education studies;

2- Before any lecturer could take up his/her position he/she should attend a teaching qualification course for a minimum of 2 months, such courses would include psychological, technical and vocational aspects;

3- Every 5 years, every teacher or lecturer should attend a Higher Education Training Course either in or outside Iraq, with the condition that they participate in all the activities undertaken during the course;

4- Provision should be made for the teaching staff to develop their scientific and professional skills by undertaking study and pure research for a period of at least one year;

5- A scientific environment should be provided for teaching staff and provision made to enable them to fulfil their requirements. (51)

The same document also stipulated the following conditions for the lecturers who teach in the colleges of Education: (52) (1) Ideological soundness; (2) Physical and mental fitness; (3) Good morals, reputation and behaviour; (4) Honesty in scientific research; (5) A good relationship with other people; (6) Maturity in the educational duties undertaken.

The characteristics of the teaching staff in Iraqi colleges and institutes can thus be summarised as follows:

1- A great number hold a Masters degree but this does not qualify them to teach the theoretical side;

2- Many hold either a Ph.D or Masters degree but are considered unsuitable on ideological grounds;

3- The method followed in appointing staff concentrates on their certificates of qualification and not on their ideological and education studies;

4- The workload and timetable for studies does not allow spontaneous development through follow up and research;

5- There is limited opportunity for promotion in the scientific grades or for the encouragement of scientific competition;

6- There is a shortage of staff in specialist subjects, particularly teaching methods and pedagogy.

3.7 A Critical Analysis of the Plans and Programmes.

Many studies and research projects criticised the programmes and the plans of the educational colleges and VTDs. One such criticism was submitted by Al Ani in 1973:

> **"Science Subject-matter taught in the major areas is mostly highly abstract and not directly related to the science curricula in secondary schools which the students are going to teach after graduation. The Science (course) prepares Scientists but not science teachers."** (53)

Many including Abu Taleb and others in 1979 pointed out a discrepancy between the time allotted and really that devoted in practice to educational subjects: The curriculum states that 50% of time for training should be devoted to major subjects, 25% to general knowledge subjects, 17% to educational subjects, 8% to political and ideological subjects. However in reality the picture is different: 61% for general subjects, 13.75% for education subjects, 25.5% for general knowledge, leaving no time for political and ideological subjects. (54)

Kadhim also had commented on the programmes of the Colleges of Education:

1- The curriculum is overloaded with the accumulation of information at the expense of other areas of experience;
2- General education covers the Social Sciences and Languages, at the expense of Natural Sciences, Mathematics and Fine Arts. General education occupies

only 8% of the whole programme, and is concentrated in the first year. It seems that there is a need for the general education component to be extended;

3- Teaching practice is considered inadequate, both in duration and level of supervision;

4- Staff/student ratio needs to be improved to give students better contact with the teachers. (55)

Al Sahlani (1983) pointed out the entrance qualification is too low to produce good teachers. Aptitude tests and interviews should be adopted to facilitate selection of the most committed people. Discipline must start in pre-service training and be encouraged throughout training. Most important, teaching staff must be expert in classroom management.(56) He recommended that:

1- Schools should co-operate in training new teachers;

2- There should be more classroom observation, with close cooperation between schools and colleges;

3- Advanced -level workshops should be used to teach the educators;

4- The curriculum should, be revised and updated, giving greater, priority to educational subjects.(57)

In 1974 Aziz wrote on the subject of the preparation of industrial teachers and instructors for VSs, institutes and training centres. His study suggests the conditions required of technical teachers as being: (a) Mental ability; (b) Physical ability; (c) Psychological ability; (d) High moral standards; and (e) Social ability.(58)

He made the following suggestions for improving the

programmes:

1- Enrichment of the curriculum, with greater attention to educational and cultural subjects;
2- The setting up of a long term plan to improve the efficiency of supervisors and instructors;
3- The establishment of a new college to prepare technical teachers and trainers for the vocational colleges, institutes, engineering schools and training centres;
4- Initiatives to improve vocational teaching;
5- The replacement of the two teaching qualifications existing at that time with a single, universal qualification. (59)

Al Bayati (1979) investigated the teaching competencies needed by vocational teachers at VS level, using a list of 110 teaching competencies statements, which was distributed to 212 respondents. The researcher concluded that:

1- The vast majority of respondents agreed on the list of 110 teaching competencies;
2- Eight of 17 significant differences were centred in the categories of "Students' Vocational Organisation" and "Coordination", suggesting that these statements were not closely related to the teaching tasks of vocational teachers;
3- Some teaching competencies appeared to be considered more important for vocational teachers than others;
4- The ratings of vocational teachers and VS principals were

higher than ratings of vocational education supervisors in most statements, suggesting that vocational teachers and principals are more concerned with instructional responsibilities than supervisors. (60)

Based on the findings of this study the following recommendations were drawn:

1- The teaching competencies statements developed in this study should be used to develop future training (pre- and INSET) programmes for vocational teachers;
2- Vocational teachers should be provided with the opportunity and assistance to develop these competencies;
3- Research should be conducted to determine the most effective and efficient means of developing the competencies identified in this study;
4- Similar research should be conducted at the level of technical high institutes in Iraq;
5- Research is needed to identify the technical competencies required of vocational teachers to provide for the mastery of these competencies. (61)

Five years later, Hamza (1985) attempted to identify and validate competencies for industrial teacher educators in Iraq, and found the following:

1- Competencies were perceived differently by different groups of industrial educators, even with the same specialisation;
2- Differences in perception may be influenced by major differences between the educational system in Iraq and the American educational system;

3- A number of competencies were identified as being very necessary and significant for the development of qualified teacher educators in general and qualified industrial teacher educators in particular;

4- The participating educators in the study stressed industrial educator's responsibility as an active participant in building and contributing to the educational system and other related fields.(62)

In 1980, Ali made many recommendations including:

1- Improved selection and assessment procedures;

2- The addition to the curriculum of the history of industrial and technological development, theoretical physics and organic chemistry;

3- The addition of the following educational topics: (a) Evaluation, with reference to the history of industrial education and the principles of educational philosophy; (b) School Administration; (c) Scientific Research methods; and (d) Symposia and seminars (not exceeding 25% of study plan units);

4- The provision of sufficient educational aids and audio-visual equipment for scientific activities;

5- The introduction of summer training courses for staff.(63)

In 1982, Abdul Ameer studied the efficiency of the micro teaching method and the experimental training of industrial teachers prior to their employment as teachers of physics by using three methods for feedback; a) Closed Circuit Television (CCTV), b) Tutorials, and c) Observation

Forms (survey). He concluded that micro teaching be introduced in pre-service programmes, and that CCTV could beneficially be used in the training both of supervisors and of teachers.(64)

Abdul Ridah insisted that the professional subjects studied by the graduates during their preparation period would be useful throughout their practical and educational career. (65) He suggested the addition of other professional subjects such as the use of educational aids, educational guidance and understanding and support of the school administration. The graduates themselves proclaimed the virtues of the observation questionnaires and their practical application. They suggested that an increase in teaching practice to a full term would be useful and stressed the importance of creating a prospectus which would contain detailed information about observation and practice.

To conclude, through his study the researcher suggested generally increasing the percentage of professional subjects in the syllabus for college training and designating the second term of the final year for practice. (66)

A study in 1982 by Niama revealed that:

1- Textbooks are nor adequate for the level of training needed, particularly in professional subjects;
2- The syllabus does not help the students to identify and solve problems, or to gain professional skills. The hours allocated to pedagogy are inadequate;
3- There is a significant deficiency in persons specialising in pedagogy;

4- Too little time is devoted to learning about educational aids and there is a distinct lack of such equipment in the universities;
5- The period of individual work experience (observation and practice) is too short, as is the period of university study.(67)

The study recommended that the subjects relating to educational and sociological preparation be increased, that greater attention be paid to teaching methods and training application, and that care be taken to relate the various training stages to one another.(68)

The Working Paper pointed out the need for modernisation and development of curriculum, and liaison between the universities and society at large. Educational expansion should be encouraged and useful skills be transferred between sectors.(69)

The Working Paper also pointed out that, despite the massive injection of resources into education, results were falling short of those desired.

The same paper noted the following observations regarding the introduction of the new curriculum in pre-service colleges and institutes (at the university stage):
1- There were differences in the number of hours and the study units even within the same college;
2- There were disparities in the number of subjects taught, in the length of terms and in the certificates issued in Iraqi colleges;

3- There was dependence on prescribed textbooks, a lack of extension reading and other sources of information;

4- The Education Board failed to give sufficient consideration to the specialities of staff and the geographical locations of different universities;

5- The uniform curriculum led to lack of innovation particularly in the up-to-date development of the curriculum and syllabus, i.e. to parallel technical and scientific development. (70) & (71)

Therefore, it was necessary to revise the policy for preparing the teacher to cope with the kind of work he/she will be required to do during his/her professional life and for the responsibilities this will entail.

As part of official study of the 11th Educational Conference, in particular document number 6 of 1985, a questionnaire was addressed to all those concerned with vocational teaching, universities and teaching staff. The results of the survey can be summarised as follows; (72)

1- Pre-service training was characterised by shortage of VE materials;

2- The study period in these departments was considered too short and therefore a tendency has been adopted to lengthen this study to 5 years;

3- The present branches of these departments are unable to meet the demand for teachers given the increasing number of specialist subject areas. The study courses total around 100 academic and vocational subjects;

4- There is an apparent lack of evaluative research for

certain departments, particularly for VE instructors;

5- Observation should form part of the third year curriculum and teaching practice part of the fourth;

6- It was recommended that instructors in the VSs should have the technical Diploma awarded by the ETI as a minimum qualification;

7- Regular symposia and seminars should be organised as part of the pre-service training of technical and vocational teachers and instructors. Concerned departments and specialists would participate in research and discussion of difficulties and matters regarding development as well as exchanging experiences;

8- The survey revealed a shortage of teaching staff, particularly in the ATDs and CTDs.

The following important points regarding ITD's pre-service programme were made more recently by Abdul Wahad (1987):

1- The opportunities for self-learning are very limited; student teachers depend upon their teaching staff and rarely use department libraries;

2- There was insufficient motivation to individual study, laboratory experiments;

3- Communication and interaction between teaching staff and student teachers is unsatisfactory because of the use of the dictation method of teaching. Personal relationships are also poor, because of the lack of social contact outside the classroom;

4- Poor teaching methods are adopted by teaching staff because of the deficiencies of their own pre-service training;

5- The educational programme content focused on the acquisition of facts at the expense of concepts and principles.(73)

The most recent research on this subject, by Shawie (1989) made similar criticisms of the teaching methods and materials used, and also pointed out administrative weaknesses; lack of coordination, poor admissions policy and overcrowding. He suggested the need for an INSET programme to remedy the deficiencies of pre-service training. (74)

From the information in the reports, it is possible to conclude that the pre-service establishments, upon which the EVE rely, are, in their present state, unable to realise the requirements of the developing EVE in the following respects:

a) The situation regarding the required number of graduates to fulfil the requirement of the EVE will perhaps worsen during the five year plan 1985/86 to 1990;

b) The required majors such as the agricultural machinery, printing, pattern making, textiles, carpentry etc., may not be available in the appropriate numbers.

Regarding the quality of pre-service training: there is a lack of harmony between experience and qualifications and the different sources and bodies from which teachers are

obtained. There is a great demand for a change in the programmes and study plans as well as criticism of their academic content. Allocation of students is based on administrative rather than educational considerations. The length of time devoted to practical work is less than planned and needs to increased. There are too few teachers of teaching methods, and a lack of up-to-date methodology. There is a need for closer integration of training stages and greater coordination between training establishments and the EVE and its IAVD.

3.8 Conclusion

To conclude this chapter on the first stage of the teacher training process, (i.e. pre-service), it will be helpful to summarise the important features of the establishments of teacher training and their programmes, This knowledge can be used in designing INSET programmes in the light of training needs:

1- The pre-service programmes: The studies which have been outlined in this chapter show that Pre-service Training need to be reviewed in the following areas:

(a) The content of these programmes and the need to create a balance between the theoretical and the practical particularly in relation to teaching methods and the pedagogy of research;

(b) Observation and Practical sessions are important elements in teacher training, and it would benefit the programmes to extend the time devoted to these

activities to at least one term, at an appropriate time of the academic year;

(c) There is a need to introduce modern evaluation techniques to discover and develop the aptitudes and skills of teachers, particularly in VE;

(d) Students should submit a dissertation based on their own research at the end of the course requirements. This would be assessed as part of their course;

(e) An attempt should be made to use all the various aids which are available in teaching methods, moving away from over-use of the lecture method to encouraging students to use libraries, and other resources;

(f) Course materials other than the narrow range of prescribed texts should be found or developed; over-use of a limited range of texts is not conducive to creativity of thought and can lead to apathy;

g) Co-operation is needed between the schools and the establishments of teacher training, so that training curricula respond to the needs of the schools;

(h) The planners and designers should take into account the fact that these programmes are an important element of the educational process, which should be linked to INSET activities. This requires follow up, which is not conducted at present perhaps because pre-service establishments do not consider themselves responsible for this kind of activity.

2- Teaching Staff: The problems they face could be tackled

in the following ways:

(a) Staff who hold a Masters degree could be encouraged to continue their higher education and to attend national and international conferences as well as participating in the scientific committees. They should also be encouraged to aim higher in their promotion aspirations;

(b) There should be an increase in the number of staff which would lead to a decrease in the student/staff ratio, more time spent with students, and better follow up;

(c) Technical staff need to be provided to support teaching staff, particularly in libraries and laboratories. This would facilitate the use of educational and audio visual equipment;

(d) Teachers could be encouraged to carry out field-work which would improve the educational process.

3- To meet the increase in demand the educational sectors require more support, especially in the direction of qualified staff, new buildings and scientific and educational equipment.

4- Present enrolment procedures prevent the Educational Colleges and Institutes from obtaining the best students. The selection procedure needs to be revised. Tests and interviews need to be held to assess: (a) Mental and Physical abilities, (b) Scientific achievement, (c) Personality, (d) Motivation, (e) Talents and gifts, and (f) Ability to teach and communicate.

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Chapter Four

Existing INSET Provision in Iraq.

4.1 Introduction

This chapter is concerned with INSET activities for vocational teaching staff in Iraq; though it should be noted that the study relates to teachers of both vocational and academic subjects. Humanities form 43% of the study plan in vocational education, while technical subjects form 57%. (1) & (2) Therefore the investigation covers a broad spectrum. Extensive interviews were found to be necessary because of the shortage of documentation. Only a few documents were obtained by the investigator from the EVE and its IAVD. the first a study introduced by the Vocational Education Committee in 1975 revealed that Iraqi vocational instructors were skilled labourers from the private sector. They had never entered the school sector.(3)

In the 1960s, the *first attempt at INSET for vocational* staff came with the introduction of INSET courses, run by the agricultural college, in subjects such as dairy production, agricultural machinery and general agriculture.(4)

Two INSET teams in 1965/66 visited a number of Home Economics Schools to train the teaching staff through lectures, demonstrations and model lessons. (5)

In 1970 the first short INSET summer course was held in the University of Technology, attended by 42 teachers and 48 instructors representing various subject areas. The course lasted for four 24-hour weeks; each week 4 hours were

devoted to psychology and pedagogy, the rest to the curriculum and applied subjects. (6) The second industrial course was held in 1971, also for one month. This course allocated 16 hours a week to industrial psychology and pedagogy. (7) A six month evening course run by the Ministry of Societal Affairs give equal time to educational and practical subjects. This was the first course to offer a reward to trainees who obtained the grade "good" (8) A third Ministry of Education summer INSET course was held in 1974. This course was of one month's duration, with 3 hours weekly allocated to teaching methods. (9).

Before 1976, the Vocational Administration depended for the training of some of its teaching staff on individual initiatives by a variety of professional and governmental agencies; these supplemented the training courses run by the Ministry of Education. However, there is no information available about any of these courses because those did not issue prospectuses or evaluate their content.

Indeed, INSET activities in the vocational sector have lagged behind those in the academic sector. An example of the superior quality of academic INSET is given by Yousf (1971), who strongly recommended the use of various new training media such as broadcasting, television and correspondence courses. He also stressed the importance of trainees themselves participating in the setting up of training plans and programmes. (10)

AL-Chalabi (1975) dealt with the teaching of English as a foreign language, with emphasis on the INSET of secondary

school teachers of English. He noted that

> **"Among teaching practice techniques, microteaching is thought to have great potential. Special importance is attached to exploring a range of possibilities, especially at school level."** (11)

Al-Kassim (1975) examined the reality of the INSET programmes for primary teachers, and in a second study, of the media approach in INSET projects, he concluded that not all the techniques used in the INSET course were advantageous.(12)

Sakhi (1977), aimed to evaluate the multi-media approach in the INSET of primary school teachers. He concluded that: (13)

1- There are fundamental needs which teachers feel should be taken into account when designing programmes;

2- Teachers wish to receive training in educational innovations and changed curricula.

In a later study, (1983) he evaluated the INSET programmes of secondary school principals. Some of the conclusions were as follows:

> **"1- There was a significant difference between the performance of the trained and the untrained principals in the opinion of the teacher sample in four out of six functions in favour of the trained group.**
> **2- There was a significant difference between the effect of In-Service Training programmes on the performance of trained principals with long service in education, and the trained principals with short service in five out of six functions, in favour of the second group"** (14)

Al-Alosi (1977) found a positive relationship between the training of teachers and their students' performance in primary schools in two subjects (Mechanics and Sciences).(15)

However, Al-Dulyimi (1979), evaluating training for head teachers in academic secondary schools, in relation to their training needs, concluded that only 60% or less of their needs were met. (16)

Kadhim (1979) traced the development of INSET activities in Iraqi secondary schools, both quantitatively and qualitatively, and discussed the impact of various committees and departments in modifying INSET aims and purposes. (17)

At the 11th Educational Conference, held in 1985 in Baghdad, some important innovations were made in academic education: (18)

1- The basis and principles for INSET were formed;

2- The organisational structure of INSET was set out by:

a) A review by the highest INSET Committee which limited INSET's duties by determining the training policy, suggesting training methods and aids, giving technical advice and deciding the plans;

b) The Educational Institute for Training and Development was established, consisting of seven main departments;

3- A local committee for training was established in each of the Iraqi provinces, chaired by the General Director of Education (GDE);

4- Handicraft Centres throughout Iraq were developed by

a) defining their functions and aims;

b) determining the work procedure in the centre to carry out these aims;

c) determining the nature and contents of their training

courses and activities;

5- Specialised National Committees in the Ministry of Education were established to develop INSET training, particularly with respect to programme content. Three areas were chosen for the establishment of specialised Training Institutes;

6- Television was brought into the educational process, beginning with primary school science and a series of English language lessons;

7- Co-operation was initiated between the INSET providers and other agencies such as the Iraqi Chemical Organisation, the Iraqi Geographical Organisation, and the Mathematics and Physics Organisation. The Iraqi universities also began to carry out some INSET activities. On the basis of the earlier studies, it was decided that [19]

a) Trainees should be involved in the planning of INSET programmes, to ensure their needs were met;

b) It was necessary to improve the quality of programmes, e.g. in planning the subjects to be taught and the teaching methods to be used;

c) More attention should be given to the practical and applied sides of the INSET programmes;

d) INSET programmes should reflect curriculum changes. Unfortunately, these and other efforts were in the field of academic education only. Even those studies which have dealt with vocational and technical teachers and instructors examined other subjects, such as development of VE in general [20] & [21] or have concentrated on

pre-service training. Therefore, the present investigation is the first attempt at this level to examine INSET in the vocational field.

4.2 Policy and Objectives:

Though no national policy for vocational INSET seems to exist at present, it is urgently needed. General aims of INSET in the field of VE were defined as a first step to carry out the aims and duties of the IAVD. These aims were to: (a) develop vocational and administrative cadres in the EVE by organising different courses (administrative, industrial, agricultural and commercial); (b) hold seminars for teaching staff; (c) prepare studies to develop VE; (d) co-operate with related universities and establishments to carry out the courses mentioned; (e) co-operate with the National Centre for Consulting and Administrative Development (NCCAD); f) keep up with new developments in ways of working. (22)

However, after more than a decade, no important change has been made. The last leaflet issued in 1987 summarised these aims as two main and general tasks: (23)

1- Preparing and organising INSET and qualifying courses for employees of the EVE and its VSs;
2- Participating in developing technical and vocational training by preparing studies and research projects.

In the opinion of the present investigator, INSET activities lack practical value, perhaps because of the vagueness and general nature of the stated aims. Moreover, there appears to be no clear idea of who needs INSET

courses, or of priorities and needs. It is therefore necessary to consider:

1- who is in need of staff development projects and which new teaching staff will be appointed in the year plan;

2- types of needs;

3- the implications for training provision.

Subsequent plans have not differed from the pre- 1980 plan in terms of aims, trends or general programming of courses. However, a clear distinction was made in the 1986-90 plan between qualified and unqualified teachers. The latter were defined officially as those who had not attended any teacher training course. This should help in selecting participants and, defining the training needs of different groups, though in practice, even the last five special programmes which will be discussed later, did not take the differences between groups into account in devising programme content.

The sequential development plans for Iraqi VE - particularly the second -Five-year- (1981-86) plan and the third -ten-year- (1986-96) plan have considered INSET an integral part of human resource development programmes and incorporated some planning for it. The IAVD in 1986 decided to institute long-term planning, by proposing a ten-year plan allowing for annual increases in the number of courses and the number of trainees.

4.3 The Financial Provisions for INSET:

At present there is no specialist department in VE concerned with INSET, as in the field of academic education. Thus, there is no general comprehensive budget for INSET in

the EVE. The cost of INSET comprises the following: (a) Expenditure for lecturers (Trainers), course tutors and advisory services; (b) Trainees' financial support (payment of travelling, and other expanses); (c) Provision of teaching and training materials and equipment; (d) Released teachers' salaries; and e) Premises.

Presently the IAVD meets the cost of item (a) as part-time teaching personnel, while item (b) is dealt with by the schools which send teachers. Item (c) is paid for by INSET - running institutions, (IAVD, VSs, universities etc.). The EVE pays the salary of the released teachers in full. Item (e) seems to be ignored by the Iraqi planners; as existing buildings are used in running of INSET courses, no separate record is kept of INSET expenditure. Thus, the financing of VE is confused and fragmented.

Finance for INSET in the EVE may be influenced by a variety of factors, so that the budget may not be an accurate indicator of awareness. Austerity measures, natural and/or national crises that reduce the gross national product, and the war which shifted financial priorities away from the civil sectors, may have reduced the allocation for INSET without necessarily affecting the level of awareness of education. However, despite this limitation, the allocation to INSET remains a major indicator of the importance attached to it.

There is evidence that those in charge of EVE have attempted to cut costs by seeking for alternatives to traditional courses-correspondence courses, for example,

cost only a quarter as much as others, [24] while a reduction of 19,739,500 I.D. could be made by holding training courses for non-teaching cadres outside Baghdad.[25]

The investigator believes the number of correspondence -courses and their participants could be increased, while visits by advisors, visiting another VSs, debates, lectures, films, posters and publications could also reduce the expense on courses. This would require:

1- The specification of a special budget for training all over the country;
2- The specification of a special budget, in the annual budget, for training within the limits of VSs, taking into consideration the expenses of one teacher and then the cost of training all teachers who need such training. This should be given equal priority with other current expenditure. In addition, the principal should be able to assign training to any establishment which he regards as being suitable.

One of the EVE buildings in Baghdad should be set aside to accommodate participants in training courses, in cut accommodation costs.

4.4 The Organisation and Provision of INSET:

The main providers of INSET for the teaching staff in VE are as follows:

A- The IAVD: This started its INSET activities in 1977, [26] with permanent staff of a principal, an assistant, two teachers for administrative affairs and one for accountancy

affairs.[27] This was viewed as inadequate by IAVD' principal who declared that members of his staff were barely able to cope with even the administrative routine. However, this administration has not made any important changes to face the increasing needs of trained cadres, neither has it consulted any experts in the INSET process or educational field. [28] There is also an Administrative Council for this Institute, with 10 representatives from different organisations and departments. [29] Its duties are to [30]

a) Determine the annual plan submitted by the Principal;
b) Determine course programmes and timetables, and the number of trainees that can attend;
c) Decide the Institute's budget;
d) Discuss the evaluation of courses and the suggestions of the interested parties;
e) Invite lecturers both inside and outside EVE and determine their remuneration;
f) Form committees to assist the course administration;
g) Communicate with national, Arabic and international organisations which have an interest in INSET, to develop the interests and skills of Iraqi staff;
h) Study methods for developing the educational and scientific processes.

Unfortunately, this Council did not begin to fulfil its duties until 1985. [31]

B- The Relations Department: This section of EVE awards grants and scholarships to teachers and instructors for sabbatical leave, or leave to take up fellowships from

foreign countries. It is noticeable that most of those who have achieved higher university qualifications (Ph.Ds and Masters' degrees) leave the EVE to join universities, which offer many incentives. Thus, EVE loses many trained personnel. (32)

The Relations Department has suggested that to solve this problem, people should be sent on short courses instead of going abroad for higher degrees. (33) The investigator is opposed to this policy, because the EVE would lose the educational leadership of the future. Instead, it is suggested that:

1- Incentives be offered to those who hold higher degrees, comparable with those in universities;
2- Institute new regulations such as contractual arrangements whereby those who train abroad return to work for EVE.

It is vital to change the attitudes of many Iraqi teachers/ academics towards INSET, and to broaden the concept to include higher degrees undertaken when merited through service.

The activities of the Relations Department are illustrated in Appendix 4.1 Table 1. Scientific missions, fellowships and training were the main activities from 1980 to 1984. A paper by this Department which was submitted to the Sixth Conference of Principals of VSs in 1987 revealed that most of the delegates who were sent to obtain higher degrees studied agricultural subjects, while the industrial field suffered from a lack of students. (34)

The short courses which are run in many foreign

countries, are considered as contributing very little. (See Appendix 4.1 Table 2). The Department has attributed this shortcoming to many reasons; (35)

1- Inefficient administration, leading to loss of many opportunities to attend INSET;
2- Failure of some Arab and foreign countries to keep their agreements on INSET courses;
3- Last minute withdrawal by some of the delegated personnel;
4- Reduction in the quota of places offered by host countries;
5- Setting by host countries of conditions which are impossible for Iraqi cadres to fulfil.

These courses are not properly evaluated. Often, trainees simply describe the courses they have followed. These reports are accepted as a matter of routine, as the investigator has learned from personal experience. This maybe due to lack of experts in the Relations Department, or because of a lack of coordination with other Departments.

C- The Other Organisations:

Very few other organisations are involved, compared with the United Kingdom. This may be because:

1- there is little recognition of the importance of INSET in these organisations, as they believe that the pre-service stage offers, sufficient opportunity for qualification;
2- the workload of the staff prevents them from taking up the INSET courses;
3- there is a shortage of experts and specialists who can

organise INSET courses;

4- there is not enough co-operation between universities and other organisations, with the EVE;

5- Due to the small number of universities and colleges in Iraq, teachers in some areas are not served adequately.

4.5 Recruitment of trainees:

Regulations for selecting candidates, inside or outside the country, are as follows:(36)

1- The candidate's educational serving period should not exceed fifteen years;

2- The candidate *should not have participated* in previous similar courses within the last three years;

3- The candidate's absence from school must be covered by a teacher of the *same specialisation;*

4- If the candidate's absence cannot be covered and teaching will be hindered, the candidate's selection must be postponed;

5- A candidate's participation is likely to be postponed if he is medically unfit.

6- Selection is made centrally.

From the items above, it is evident that teachers of long service are deprived of participation in these courses. This would exclude about 20% of teaching staff. Central selection of candidates disregards the opinion of the trainees and principals; in another words recruitment for INSET courses held by IAVD has continued to be coercive. Moreover, candidates are penalised for not attending or failure to pass these courses;

> **"If a candidate did not attend the courses for which candidated without giving an acceptable excuse, a candidate would be considered failed and responsible for material, legal, and administrative consequences ..... and if a candidate did not attend 85% of the whole duration of the course a candidate would be considered failed and subjected to all legally determined sentences."** (37)

Since the objective of these courses is to increase teaching efficiency, candidate selection should give priority to those most in need of courses, and attendance should be out of interest, not compulsion. (38)

Moreover, central selection, prevents organisers familiarising themselves with the real problems of trainers. Principals of VSs have indicated that candidate selection should be based on: (39)

1- The need of inexperienced teachers for training;

2- A candidate's readiness to face problems and overcome them;

3- The willingness of a candidate to specialise at a high level.

The IAVD and Directorate of Technical Affairs select the numbers and names of trainees from each province on the basis of planned capacity rather than need.(40) & (41) Dissatisfaction with the INSET policy can be seen in the IAVD principal's annual report for 1986, which noted that about 25% of teachers initially recruited for INSET courses in that year absented themselves from those courses. Despite attempts to recruit replacements, attendance on the first three days of the course had reached 80% of that planned; most absentees submitted sick reports as their excuses. For

this reason, the EVE has since 1980 required IAVD and principals of VSs to nominate reserve candidates. (42) Dissatisfaction and resentment continued, however, as trainees remained very critical of coercive recruitment, lack of prestige, and the absence of financial rewards. Another criticism was that central selection, led to candidates being sent on inappropriate courses. (43)

4.6 Staffing of INSET:

The IAVD was given the authority to appoint all staff for INSET courses.(44) The head trainer for each course is responsible for technical matters and recommends faculty members, subject to IAVD approval. The principal of the IAVD deals with administration, recommends administrative staff, and is responsible to EVE, for the implementation of the INSET course as planned. Staff are paid as part-time trainers.(45) Lecturers and seminar leaders are recruited from among specialists both within and outside the EVE and its VSs. They can be classified as following:

1- University staff who lecture in return for set fees. Their participation is mainly in psychology and methodology;
2- Administrators of the EVE, Heads of Technical and Administrative Departments and the Administration of the IAVD itself;
3- Educational specialists (Supervisors) who sometimes participate in course planning and lecturing;
4- Teachers and Instructors of high repute, especially in Baghdad's VSs.(46)

There is no detailed study to date showing the numbers and roles of each group. However, IAVD, records show that in some of the courses the IAVD depends entirely on EVE teachers and instructors. Many staff had no qualification in modern educational methodology. Though 75% of the teaching staff on the course for teachers of electricity were of University level and 25% of them were teachers from VSs.(47)

An evaluation of Computer Courses in 1986, showed that the main problem with implementation was the shortage of suitably qualified personal. Thus, training is needed for those who teach these courses, and future leader-trainers should be selected with care.

4.7 Practices in INSET:

Since 1977, the IAVD had been the sole agency in Iraq responsible for raising the professional level of trainees, though it is advised by the Directorate of Technical Affairs and the Supervision Committee concerning the type and duration of INSET courses needed by teachers. (48) After deciding on priorities and determining the kinds and numbers of in-service courses required, the IAVD assigns a head trainer, for each INSET course. Each head trainer develops and supervises the implementation of the curriculum for his course. IAVD appoints lecturers. In-service courses are held in the IAVD building or in other places under IAVD supervision.

To obtain a good overall picture of INSET, it seems appropriate to consider the following questions:

1- What systems and programmes of training are now applied?

2- What are the theoretical bases on which these training programmes are built?

3- What groups participate in these INSET programmes?

4- What is the duration of INSET programmes?

5- What incentives are offered to attract suitable trainees?

6- How are INSET programmes and trainees evaluated?

Appendix 4.2 shows the total number of INSET activities of the IAVD from 1977 to 1989. 216 out of 479 courses were devoted to Industrial Education, that is, 45.1% of the total number. Agricultural courses represented 16.9%, Commercial courses 19.8%; Administrative courses 5.6% and Qualifying courses 12.5%. Thus there was a considerable concentration on industrial education, perhaps because of the increase of teaching cadre in Industrial Schools, the existence of a great number of unqualified trainers, and the variety of specialisations in industrial education.

4.7.1 Types of INSET Programmes:

This section is devoted to describing the major elements of INSET at present, and significant changes that have occurred. In general the INSET activities may be classified as follows:

1- Qualifying Programmes: This programme for unqualified teachers and instructors was began in 1977- "to qualify the unqualified vocational teaching staff to teach in the VSs by raising their professional programmes". (49) However, the lack of a recognised certificate for those qualifying in this way not only denies trainees an incentive but also

makes it difficult to assess the number of qualified teachers and plan future programmes accordingly.

The programme has several weakness: the absence of financial incentives for trainees; inflexibility of the curricula, rigidity in timing and location of programme; and discontinuity of the programme, which does not lead naturally to further opportunity for training or certification. (50)

Appendix 4.3 illustrates the five special programmes set up at the end of 1988 for new teachers and instructors. These programmes were criticised by educators (51) because:

First, a 3-4 week programme is not enough to cover the intended curricula;

Second, the curricula were set up centrally (by the Ministry of Education) and did not take account of vocational teachers' needs;

Third, lack of a certificate, because of the dissatisfaction of the IAVD with the course.

2- Refresher and updating programmes: A 1987 study reports lack of systematic long-range planning of these programmes. Remedial, updating and refresher courses were based mainly on the recommendations of school supervisors and the Directorate of Technical Affairs. Recommendations submitted by vocational supervisors (52) did not clearly specify problems, so there is no sound basis for setting priorities. Moreover, school principals press for less time to be devoted to these courses. (53)

Even when course suggestions are accompanied by

detailed plans for execution, course objectives and educational strategies, the curricula are still planned by the administration of IAVD with co-operation from the Directorate of Technical Affairs. In 1986, head trainers were asked by IAVD to formulate plans to achieve INSET courses that would include:

- basic concepts and skills considered necessary for trainees;
- an appropriate instrument or tool to identify trainees' needs in order to adopt the prescribed plan; and
- educational strategies pertaining to course outlines, reading references, audio-visual aids, and evaluation of trainees' performances. (54)

They were also expected to supervise implementation, teach a given number of hours per week, and report upon completion of the course. (55)

Analysis of a specimen of the courses in Appendix 4.2, choosing 1982 as an example, shows the following groups:

1- Industrial Courses: These lasted between a day and three weeks. 88% of these courses were held outside the IAVD. As they were held in Baghdad, many teachers from the provinces were unable to attend. Activities were extremely traditional, except for a one day course taking the form of an electronics symposium. (See Appendix 4.4 Table 1);

2- Agricultural Courses: These courses lasted less than a month. The number of participants amounted to 68. They were all held outside the IAVD under its supervision, but still in Baghdad. (See Appendix 4.4. Table 2);

3- Commercial Courses: These courses lasted from one to seven weeks and were also in Baghdad. Field visits were not included and the emphasis remained academic, the teaching of typing representing most commercial courses held in 1982;
4- Administrative Courses: These courses were to train principals of VSs. The first course lasted for a week, the second, for only three days. Principals were shown around the administrative departments of the EVE. and were introduced to the nature of administrative work. However, the programme did not include visits to other administrations which might have enhanced participants' understanding of decision-making;
5- Qualifying Courses: In 1982 there were four such courses, lasting 3 or 4 weeks. It is difficult to believe that such short courses could adequately cover pedagogy, teaching skills and technology, and overcome the shortcomings of the pre-service programme. In addition, to these a one-year correspondence course for teachers of Arabic was held in the same year.

From its inauguration until 1986, the IAVD achieved the following:

a) Organising normal courses which was the most popular occupation;
b) Debates; these were very infrequent;
c) Correspondence courses; these were also limited in scope.

As regards duration, the courses held may be divided into three groups: short-term courses lasting from one day to one month; medium-term courses with a duration of between approximately 1 and 3months; and long-term course, lasting over three months. Appendix 4.5 shows the percentage of participants according to the duration of courses held between 1979-1984. Most attended short-term courses. Questionnaire surveys in 1983 and 1987 showed that the duration of training courses was too short to cover the set curriculum. It is worth mentioning that teachers on INSET courses, run by the Ministry of Education and its institutes, were mostly academic teaching staff, e.g. teachers of English language or sciences. Though principals of VSs were not inclined to prolong these courses because of difficulty covering for absent staff. 64.7% emphasised that they were not enough to complete the set programmes. They suggested that short-term courses should have been from 20-30 days while long-term courses should have lasted for 60-90 days. (56)

4.7.2 Location of Courses:

As mentioned earlier courses were held in Baghdad, due to the availability of scientific centres and the concentration of academic institutions in the capital. Lack of co-operation between the EVE, and other organisations restricts training opportunities. The location of courses is the main obstacle to attendance for many teachers. Some

provinces have sent very few trainees. For example, of the 770 participants in the academic year 1981/82, only three (See Appendix 4.6) were from Maysan, compared with 210 from Baghdad. Moreover, to reduce course costs, the IAVD has inaugurated courses in some provinces in store accountancy subjects,(57) and the new plans of the IAVD consider the possibility of inaugurating courses for trained teachers in collaboration with universities in the provinces. Many participants also had problems with suitable accommodation, and found that grants did not cover expenses. (58)

There is an evident need for careful selection and training of "Leader-Trainers", and forming training groups to establish courses in the provinces.

4.7.3 Teaching Methods:

Methods of teaching and training depend on the nature and type of courses held. Training outside the IAVD often pays little attention to teaching methods, while this is an important aspect of the Institute's courses. In the qualifying courses, the IAVD uses new educational methods such as micro - teacher training, Feeding back, imitation, and protocol subject, (59) where every trainee presents an explanation of his subject of specialisation before a TV camera for a few minutes, views himself in a video re-display and comments on it. His colleagues then comment on the trainee by filling in a form especially prepared for this purpose. A special committee also advises trainees.(60)

Another method which the IAVD has recently adopted is called "the moved library", a focus for reading and

discussion. In this method, participants sit around a table upon which are placed books on education and psychology. Participants select books of interest, read, give a summary of what has been read and express opinions in the light of the information received on the course. A "specialist" then comments on the subject, the summary is discussed and an open discussion held. This method was an innovation of the IAVD's teachers who are now attempting to evaluate it. (61) The former principal of the IAVD feels this method stimulates trainers to participate efficiently in discussions and helps to develop the participant's information and abilities to interpret and understand. (62)

The IAVD also keeps set curricula and programmes of some subjects (training activities) which are to be repeated, such as the programmes for qualifying courses, for training teachers of the Arabic language by correspondence, and for qualifying supervisors.

A study of 1983 indicated that models and methods which were followed in the IAVD should be based on the following: lecturing, arguments, workshops, scientific films, slides, video-tape recording and audio-recording, experimental visits, seminars and writing reports. (63) In an experimental study to enumerate these activities and record their proportions in the training programme, it was regrettably noticed that available statistics were too rarely adequate to help scholars and researchers.

From the 1983 questionnaire, 64.7% of trainers said the method most used in INSET was lecturing, (64) but that

they actually profited more from applied lessons.

It was planned that INSET activities should adopt a multi-media approach as a new pattern of training in their teaching methods and administration. However, a 29.4% of respondents to a questionnaire (1987) claimed these methods were not used, 10.3% did not answer, while 25% said that the methods were used "to some extent". 55% of those questioned pointed to a lack of scientific research and references.(65)

4.7.4 Incentives Offered:

Participants are given travel expenses and a board and lodging allowance, but at current prices, these are not enough, particularly in the Baghdad area. Many other incentives could be used to increase motivation to participate in these courses. According to the regulations governing EVE, incentives to participate in courses should be granted in the following cases:

> **"1- If a trainee participated in a course which lasted at least six months, and passed it with distinction, this period of six months would be added to his educational serving period (for the sake of promotion and annual rise in salary according to civil-service regulation).**
> **2- If a trainee participated in a course which lasted less than six months but not less than three months, and passed it with distinction, the trainer would be rewarded in money determined by the head of the office as far as his material liability is concerned.**
> **3- Courses of less than three months duration do not include any rewards for the trainees who passed them successfully."** (66)

However, (according to EVE regulations) applicants for missions, fellowships or appointment to technical and

administrative posts are more likely to be accepted if they have attended training courses.

With the lack of financial incentives, it is especially important for principals to show the importance of participation, while so long as training courses are held more to improve the educational process than for personal development, educational establishments should adopt one or both of the following:

1- Determining new motivations (material or otherwise) to encourage teachers to participate;
2- Holding courses near the work-places of the participants, or at least at the main regional centres.

One important way of creating incentives would be to adopt a new employment-degree system connected with salary increments, perhaps by introducing new positions, such as graduate teacher, senior teacher, head of *department.* Participants who complete the courses successfully should be able to continue their studies in universities inside or outside Iraq. Above all, teachers should not be penalised for failure or absence, as this inhibits some teachers from participating in the first place.

4.7.5 Evaluation and Follow up:

Until now, there is no indication that IAVD uses a questionnaire or any other method of evaluation at the beginning of INSET, but it does use written examinations to evaluate long-term courses. These examinations test academic performance and it is possible that they inhibit teachers from participating, for fear of failure. As for

short-term courses (of one month or less), these are assessed by lecturers themselves. The Institute's administration may use a simple questionnaire prepared especially for this purpose or may send a special report about the teacher to his school which would be no more than a recognition of his participation. (67)

Lecturers have always been urged to give their trainees short tests prior to classwork in order to encourage good preparation. Results of these tests are included in trainees' performance records. (68)

The IAVD in 1987 urged the schools, administrations and supervisors to encourage the implementation of what the trainees have learnt in their in-service course. It did not, however, hold any specific individual responsible for the necessary follow up. The IAVD itself, having only 5 permanent staff, could not accomplish this task effectively, and supervisors and principals are burdened with administrative work, so, IAVD recommended, albeit unsuccessfully, the appointment of special personnel for the task. (69)

Principals' evaluation of trainees have recently depended according to some studies, upon sending a special statement of evaluation. This is a good method, but the criteria have focused mainly on the interests of administrators and organisers, i.e. the principal answers questions raised by the Research and Studies Department of EVE. Some principals have shown flexibility in evaluation in order to encourage teachers. They also reported that

although courses suffered from many disadvantages, the courses had a positive effect, (though about 50% of them qualified their answer). (70) A more detailed answer might have included a response to one of the aims of this study. Undoubtedly then, the efficiency of courses held still needs further study, particularly as the study of 1987 shows that the improvement in teachers' effectiveness is less than hoped for. The evaluation standards adopted are not those stated by the Higher Committee of Training in Iraq, which are the same as those of the Central Institute of Consultation Development and Administration; namely (71)

Weak	50 & less
Pass	50 - 69
Good	70 - 84
Very Good	85 - 100

The IAVD has recently started to use an evaluative questionnaire for trainers in some courses to determine the educational, administrative and scientific abilities of a trainer. A change for the better has taken place in this respect. From a questionnaire directed to a group of trainees in 1987, it has been noticed that the inefficiency of the cadre of trainers themselves was one of the causes of the failure of courses to achieve their objectives. (72)

In 1987 and for the first time, a statement about evaluating and developing the training curriculum was prepared and applied to the evaluation of computer courses, 17 of the questions were directed to the training of supervisors, teachers, and trainers (73). Although this was a good preliminary attempt at the best evaluation methods,

this practice now needs to be generalised to all the courses held, either for teachers, or trainers or the set curriculum. It should also be borne in mind that, because of the central selection of candidates for courses, teachers' participation in making and formulating the curricula of courses is limited or non-existent.

40% of those questioned in the evaluation of computer programming courses indicated that the set curriculum of these courses bore little relationship to their training requirements. (74) It must be stated that the usual methods followed in evaluating training courses for teachers involved one or more of the following:

1- An examination to be held at the end of the training or qualifying course;
2- An average of the teacher's attendance throughout the duration of the course;
3- Reports presented by tutors of courses, simply detailing what has been done;
4- Directing a questionnaire (usually prepared by the IAVQ's Administration) to teachers. These questionnaires tend to focus on administrative and organisational problems rather than the quality of course content.

In order for INSET to be properly evaluated, the investigator recommends that the various agencies concerned adopt the following practices:

1- Experimental Identification: A special large-scale committee should be formed for the purpose of experimental identification. This should include centres

of educational research and training centres provided that identifying information is available for them, prepared by the bureau of statistics, as well as tables prepared by the committee;

2- Training programmes should be designed by specialist committees including the administrative head of VE from each province, specialists in the field of study who are thoroughly acquainted with evaluation and measurement, and technical staff from different levels;

3- Training and its impact upon teachers should be evaluated; this could be done by the specialist committees which previously designed the programmes.

4.8 Roles and Participation:

4.8.1 The Vocational Schools (VS):

The principal of a VS in Iraq has great power but also great responsibilities, (75) which have made it difficult for teachers to accept such posts. However, this administrative burden does not carry any financial reward. Moreover, educational administration in VS suffers from a shortage of qualified principals. The conditions which a principal has to meet are numerous. (76)

Because there are insufficient qualified personnel available or willing to take up such posts, it is often necessary to fill them by appointing unqualified teachers and instructors. So, the Educational Administration, in its present state cannot participate effectively in the evaluation of weak teachers, and consequently, cannot determine training needs. In addition, although the range

of a VS's departments has increased. "School-Focused" INSET has not yet been fully adopted.

A similar situation applies with heads of departments, who have also become overburdened by administration, so the posts do not always attract those best qualified to fill them.

Moreover, because so many routine administrative tasks are being assigned to heads of departments, their important role in supervising and helping new teachers is being overlooked. (77) Because of the circumstances of school administration, many INSET activities inside school are not carried out as intended. These include: (a) conferences of two or three days duration; (b) specific arrangements for newly appointed teachers; (c) visits to other schools; (d) visits by outside experts; (e) model lessons; (f) departmental meetings; and (g) staff meetings.

The only such activity carried out in VSs is staff-meetings held at the beginning of the school year to allocate duties, form committees, and arrange for examinations.

4.8.2 Supervisory Committee:

According to regulations, one of the main duties of the Supervision Committee is helping teachers in their work, and participating in solving their problems. However, the Supervision Committee in the EVE suffers from many problems which prevent it from fulfilling this role. Some reasons for this are related to the supervisors themselves, others are outside their control. The main duties of supervisors are as

follows: (78)

1- Developing the style of education and the vocational school in line with scientific progress;
2- Helping to develop the efficiency of vocational schools;
3- Modifying curricula and helping to solve teachers' problems.

Selection criteria result in the appointment of supervisors with a long service record. A questionnaire distributed among 30 supervisors and educational specialists indicates that 60% of them had served more than 21 years and none of them less than 15 years. (79) This condition prevents younger people, however well qualified, from working in this field. 57% of supervisors were more than 46 years old. 70% of them had a university first certificate, while 30% had other certificates. (80)

In 1987 a study on supervision in Iraq identified the deficiencies: (81)

1- A shortage of VE specialists, especially in the rare industrial specialisations such as computers, mechanics, electricity and electronics.
2- A duality of administrative and specialist supervision work;
3- A shortage of educational supervisors to supervise the training workshops, farms of agricultural schools and training productive centres;
4- A tendency to ask specialists to undertake duties outside their field;
5- A shortage of educational specialists in academic

specialisations such as languages, mathematics and natural sciences;

6- A shortage of courses which educational specialists can attend regularly; moreover, such courses as are held, are too short;

7- lack of specialist-supervision units in the provinces, and limited supervisory tours outside the centre of Baghdad;

8- Reluctance of educationally qualified teachers to work as supervisors because of the onerous responsibilities.

Reports of supervisors' visits and questionnaires of 1987 show that technical aspects, aimed at raising teaching standards, were given considerably less attention than administrative issues such as the accurate processing of records and tables, keeping schools clean and forming school committees. Respondents also emphasised that 30% of supervisors do not follow up teachers' performance or identify the weak ones. (82)

These deficiencies can be illustrated by the 1985/86 supervisors' plan, in which there were only two supervisors for Wasit and Thi-Qar. These had to supervise nineteen VSs with a total of 429 teachers and instructors, as well as ancillary staff. The supervisors made three visits a year, of no more than 12 days. (83) Most of the time was spent auditing school records, writing down recommendations and holding meetings with administrators. Only five minutes per visit could be allocated to each teacher, a period which is insufficient to help teachers or identify their training

requirements.

From the above, it can be seen that under the present system, supervisors cannot contribute effectively to INSET, as they do in other countries.

4.8.3 Universities and Colleges:

Universities and educational colleges have traditionally been concerned with qualifying students to be prepared to teach in Iraqi schools. However, they should now become involved, together with the Ministry of Education, in helping their graduates with the practical problems they face during the teaching process.

INSET opportunities presented by universities and educational colleges are unfortunately very limited, despite the EVE's efforts. The University of Technology, for example, was unable to carry out a proposal to dedicate 50 places annually for vocational teaching staff to continue their education. (84)

Evening courses, week-end courses, short-term courses (full or part-time), debates, lectures, model lessons etc., are excellent ways of developing vocational cadres' experience, but do not benefit from the interest of vocational institutions. Recommendations by the eleventh Conference placed considerable importance on the role of universities and colleges in enriching INSET in Iraq. (85) Universities' negative response to these requirements might be due to the following reasons:

1- The Departments of Education in Iraq confine the role of the colleges to pre-service education by assuming

complete responsibility for the education of teachers once they are in the schools;

2- The rapid expansion of the colleges during the 1970s to meet the demand for teachers, prevented colleges from participating in the provision of courses for the continuing education of teachers;

3- The increase in students wishing to continue their university education has meant that universities cannot cope with the demand.

The July Paper of 1981 urged the interaction between the university and society through the following:

1- Participation with a variety of public institutions in identifying the qualities required of graduates;

2- Providing continuous education with the aim of developing and updating members' knowledge;

3- Extending the representation of the public sector (establishments and vocational unions) in the college councils. (86)

The investigator proposes that universities, technical and educational colleges and their branches should play a more active role in this operation. (See chapter 12 for more details).

4.8.4 Iraqi T.V.:

Iraq established its first T.V. station in 1956 but television was not used for educational purposes, except for a few programmes directed at academic issues. (87) This situation remained until 1971, when a new channel was inaugurated for educational purposes supervised by an

advisory committee headed by the Minister of Information. (88) In 1978, it was determined that T.V. should play a role in improving teachers' vocational experience. However, a study by Ali, 1984, reveals that little use was made of educational programmes, and they were still directed only at pupils. (89)

Between 1977 and 1980, when programmes for VSs ended, the time given to them was only 20 minutes a week. On the bases of the investigator's own experience in preparing these programmes, the following shortcomings are identified:

1- Most VSs do not have T.V. sets, and cannot show the programmes to their pupils;
2- Production methods were old - fashioned and there was a lack of trained personnel to produce the lessons. Thus, educational television simply replicated the classroom situation;
3- Educational programmes were broadcast in black and white, while the other channel was in colour;
4- Regular broadcasting was discontinued, despite the assertion by many authorities that ETV was as an important and easy means of serving vocational teachers. Thus, ETV has played little role in vocational subjects, and none in training teachers of VE. Academic subjects have fared better, and programmes are still broadcast to pupils in academic schools.

There is a need for co-operation between the ETV. Directorate and EVE in preparing special programmes in the following categories:

1- Special programmes addressing the problems of classes in VSs;

2- Special programmes for newly - appointed teachers;

3- Programmes to up-date the knowledge of older teachers;

4- Programmes under the supervision of Iraqi universities, as a step towards open-university education.

4.9 Persistent Problems in INSET:

Despite attempts to improve policies, planning, and implementation of INSET in the last plan (1986-90), the following major problems still prevail:

First: training of teachers continues to suffer from incompatibility between its purposes, policies, and practices. A major goal of INSET calls for the personal development of the individual student, yet this concept has not yet been incorporated into INSET. In-service education must recognise its responsibility in promoting personal growth;

Second, the lack of integration of curricula, courses, and content, as reflected in the IAVD programmes, persists. In-service curricula continue to be comprised of isolated clusters of subject matter distributed over a wide array of unrelated courses, made even more lifeless by the dominance of the lecture method;

Third, trainees in the short INSET programmes are still subject to discrimination compared to those in the advanced and long INSET programmes. The former receive neither credit nor financial incentives, both privileges that are enjoyed by the latter. This leads to dissatisfaction among IAVD

programme trainees;

Fourth, centralised planning and execution result in the exclusion of capable local personnel from active participation in INSET, contributing to inflexibility in planning, timing, and recruitment, and dysfunctionality of programmes. Additionally, it has led to the concentration of programmes in one location (Baghdad) to the inconvenience of trainees who have personal and social responsibilities in and to their communities. The practice has contributed to trainee absenteeism;

Fifth, the absence of INSET for graduates of vocational schools and technical institutes. Teachers with a bachelor degree have the opportunity to upgrade their status through the universities, where institute students, have their education terminated upon graduation. This serves neither their personal interest nor the interest of their schools;

Sixth, problems related to the pre-service stage. These can be summarised as:

1- A shortage of pre-service establishments and hence few graduates;
2- The weakness of the pre-service programmes and the imbalance between their theoretical and practical sides;
3- The methods used to select the students for study in colleges of Education;
4- The centralised method used to distribute graduates;
5- Lack of appropriate qualification of teaching staff;

Seventh, problems related to central plans:

1- According to central plans in Iraq, the EVE should accept 50% of Intermediate school graduates. This means that the Establishment should increase its cadres by any way available and therefore, it may be forced to recruit any level of teaching staff to fill the vacancies. It seems here that the INSET course is the only way to tackle the changed subject needs of teachers who are willing to join VE from the academic and industrial sectors;

2- The demands made on the VSs have led to a concentration on production, particularly in the Agricultural and Industrial schools. Consequently, technicians and vocational staff face difficulties in finding time for INSET;

3- Factors such as the continuous changes in the study plans and programmes in the VSs, and the lack of any clear link between the curricula received by the teachers in their pre-service establishment and that of the VSs in which they teach are not conducive to Iraq's social and economic development;

Eighth, the problems related to central and Schools' Administration: This is explained in more detail in this Chapter. (See VSs' role) However, in general, this field suffers from the following:

1- Poorly qualified head teachers and an inadequate selection mechanism;

2- The onerous responsibilities of the principals;

3- The factor of geographical location and its effects on the distribution of teachers according to their majors which has led to a surplus of teachers in some majors in

certain schools and to shortages in other schools. Personal and economic factors play an important role here;

Ninth, problems related to the educational supervision system, explained earlier. In general, these include:

1- Shortage of supervisors;

2- Overloading of administrative duties and routine work;

3- Deficient selection process;

4- Poorly - qualified supervisors;

Tenth, problems related to the educational system:

1- The traditional ways of setting and controlling examinations, inhibit the teacher's creativity. Educational plans are restricted in order to finish the assigned study curriculum by any means. Because the examinations are considered as a proof and measure of the teaching staffs' performance, the teachers are more or less prevented from trying to extend their knowledge and increase their skills;

2- The distinction between teachers and instructors has bad psychological effects on instructors. The investigator agrees with S. K. Aziz (1975), who appeals for the abolition of this distinction;(90)

3- Insufficient attention is paid to probationers in order to train them and select them as permanent members of the teaching staff.

The solution to these problems requires heightened awareness, commitment, and expertise.

4.10 Critique of 1981-1985 INSET Programmes:

In keeping with the statements made in the July Paper, a five-year plan was prepared for the Ministry of Education covering 1981-1985. This plan to train all teachers and instructors, provide them with modern educational equipment, and provide formal qualification where necessary.

In order to carry out these aims, Educational Establishments should: **(91)**

1- inaugurate special courses for graduates, leading to an educational qualification; such courses to be repeated every five years;
2- inaugurate qualifying and refresher courses for supervisors;
3- Oversee the training of teaching staff in different colleges and ensure that modern methods of training are adopted.

As for VE, the July Paper called for VSs to contribute to INSET, and for graduates to be monitored, efficiency at work to be assessed and weaknesses to be specified so that the training of teachers and the design of study curricula [92] could be developed accordingly.

A document issued by the Eleventh Educational Conference in 1985 recommended the following **(93)**:

1- Raising the standard of instructors in VE by:
   a) permitting instructors who now work in the EVE to attend long training courses;
   b) encouraging instructors who have a certificate equivalent to that awarded by preparatory schools to

join the ETI;

c) nominating those who have Higher Diplomas, and Bachelor degrees to train instructors;

2- Improving teaching by:

a) appointing able graduates with Bachelor or Master degrees in the VE field, and enabling Bachelor degree holders to obtain Higher degrees;

b) encouraging the development of IAVD so that it can better carry out its duties;

c) preparing IAVD training plans on the basis of field studies;

d) ensuring balanced provision of training courses for the branches of VE.

Efforts have been made to implement these recommendations, but qualitative development is still needed. (94) The details of the five-year training plan can be illustrated by close examination of the plans for two years, 1981 and 1983:

1- 1981 Plan: IAVD's 1981 plan included the following:

a) 30% increase over the previous year in training courses for both male and female instructors of industrial and agricultural education;

b) Asking educational supervisors to give model lessons in their specialisations for 2 hours a week.

c) Increasing teachers' workload from 20 to 30 lessons per week;

d) Presenting VE lessons through an agreement with the General Establishment of Radio and T.V;

e) Assigning 50 places a year in the Technological University for teaching staff of Industrial VS;

f) Giving the EVE autonomous power to make decisions, handle finance, and send candidates abroad, as universities do;

g) Setting up a body to co-ordinate between the EVE and the other Educational and Vocational Establishments.(95)

2- 1983 Plan: It aimed to:

a) Increase the number of teaching hours delivered by educational supervisors (as model lessons) from 2 to 6 hours a week;

b) Legally oblige principals and their assistants to teach the prescribed number of lessons;

c) Encourage unqualified teachers to became qualified by inaugurating special courses. The plan also recommended that teaching staff should participate in INSET courses every five years.

Thus, the two plans stressed the importance of INSET, but the identity, type, duration and content of courses were not specified. No attempt was made to determine priorities for participation in these courses, or to identify national requirements. Thus, interpretation was left to IAVD.

The plans focused on the role of educational supervision, overlooking the inability to the current supervision body to meet these obligations; model lessons were abandoned after 1983.

Looking at the plans of the IAVD to carry out the

objectives stated above, the courses were of a general nature. Indeed, IAVD refers to 'emergent courses', indicating inability to define training needs, and tried to inaugurate courses without having clearly identified a field of study. The courses lack pre-planning and teachers were sent without any proper selection process.

Moreover, the IAVD, through these plans, has left the burden of providing courses on the administrations of industrial VSs. It appears that the main concern is to increase the number of courses, but this is at the expense of quality, as there is a lack of pre-planning, and VSs are being assigned targets which they are unable to meet.

These plans have not succeeded in achieving co-operation between the EVE and the General Establishment of Radio and T.V, or in obtaining study places for teaching staff in the Technological University. indeed, further problems were created for teaching staff as housewives were encouraged to participate and appointed to lecture without training or qualification. Moreover, the central selection, location of courses, short duration, and old - fashioned approach, all emphasised that the plan was neither comprehensive nor accurate either in specifying training requirements nor in designing the contents of training.

Evaluation depends on reports, in the case of short courses, and examinations for long ones. As it is restricted to summative evaluation, it is not possible to assess accurately the effect of training on trainees.

By way of illustration. let us consider two

questionnaires directed in 1983 to a group of trained teachers and instructors and a group of principals of VSs. These questionnaires were prepared by the Department of Research and Studies in the EVE. (See Appendix 4.7)

Questions were characterised by lack of specificity and relevance, and were not such as to enable experience, skill and acquisition of knowledge to be evaluated. The questionnaires overlooked the skills of teaching and of training in the use of educational technology, and there was no connection between the evaluation of the course and its objectives. This may be related to vagueness and generality in course objectives. One question directed to principals, concerning course content, could not be answered accurately because the respondents had not personally participated in these courses. These questionnaires are therefore not helpful for planning and preparing further training courses. Questionnaires must be accurate, comprehensive, and designed to achieve a specific aim. This means they must be designed by people with specialist knowledge.

4.11 Conclusion

The aims and objectives related to INSET in the field of teachers and instructors working in VSs in Iraq, are not clear and training activities have not addressed real needs. There are problems related to some training activities, most of which are beyond the control of teachers and instructors, and sometimes even of the administration of VSs.

Course content and methods are limited, and courses are

too short, especially in the case of qualifying courses. Location in Baghdad deprives many teachers of the chance to participate, necessitating the establishment of a project for training leader-teacher trainers.

The EVE lacks the training opportunities which should be available for its teaching staff. This may be due to the absence of co-operation between it and the other educational establishments, especially colleges and universities, or at least between it and the training establishments attached to the Ministry of Education. In addition, the education system itself has directly or indirectly contributed to the failure to solve problems facing INSET, either by adopting a new policy on 'supply teachers' or in giving special consideration to the needs of probationer teachers. Such teachers and instructors should be supervised in the first year of their career, and universities should consider this period as an extension of study in their establishments. The investigator thinks that VS should follow Sweden's example of allowing principals to allocate a number of days in the study year for training activities. Moreover, the investigator notes the non-existence of a budget for training, which suggests that INSET is considered a subordinate activity. Therefore the investigator proposes that a budget be devoted to developing teaching staff, both at the level of the EVE and the specific training bodies and at the level of the administrations of VSs.

The establishment of a specific body for INSET in the Establishment, forming higher committees on national level

and linking work between the latter and the others in Iraq is considered an urgent necessity at the present time. The EVE must introduce an initiative to approve special committees in every province to take care of teaching staff and open centres for vocational teachers. The following have important roles to play:

1- VSs and vocational administration;

2- Specialist and educational supervision;

3- Universities, colleges, and scientific establishments;

4- Iraqi mass media: T.V., Radio, Press, and Magazines.

IAVD has not been successful in achieving such objectives. One problem, outside its control, was the difficulty in obtaining suitably qualified staff for courses, leading to dependence on personnel who lacked training for the duties they were expected to perform. Nevertheless, the investigator considers that the great weaknesses were the type of programmes generated, their lack of proficiency, the inadequacy of those in charge of conveying information to trainees, the general tendency of the programmes towards academic aspects only and the use of traditional methods of presentations.

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Part Two

What do people want?

Chapter Five
The Nature and Aims of The Study

5.1 Introduction

Technical and VE is an integral part of the total education system and as such plays an important role in developing students' abilities, attitudes and a perception of productive employment. The need for technically trained manpower is greater than ever before and the demand continues to increase daily.

In meeting this wider demand, the technical and vocational establishments are faced with the challenge of preparing many of the nation's youth for employment situations that call for skill, knowledge and proper work attitudes. VE encompasses more than just skills training. To an increasing degree, it is recognised that a well - adjusted individual needs to cultivate the correct attitude as well as possess the competence to perform a particular task.

A nation's greatest natural resource is its people, and education is the key to harnessing this great potential. VE is particularly interested in people and the role they will eventually play in the work force.

VE is constantly challenged by problems in determining the needs of industry, and when and how training must be provided. It is necessary not only to know the current need, but also to be able to estimate the needs of the future.

The success of VE programmes depends upon the quality of vocational teaching staff. The initial preparation of a

teacher or instructor is fundamental if he/she is to fulfil a role as an effective teacher of vocational skills. In Iraq in the past, formal professional studies were not considered necessary for vocational training instructors; technical qualifications alone sufficed. However, in today's complex technological environment, teachers and instructors need special preparation for the exercise of their profession.

Today's world is characterised by rapid change followed by the wide dissemination of new knowledge and skills. As a consequence, increasingly complex educational needs arise, which educators are expected to meet effectively. In order for school systems to meet educational needs, teachers must attempt to accommodate change. This is because the teacher is responsible for transferring and translating scientific knowledge, attitudes and values, and for encouraging the continuation of scientific research. Richard (1982), pointed out that

> **"... nobody would deny that teachers constitute the crucial educational resource. Good teaching can compensate for many other deficiencies in a school; poor teaching can render nugatory almost any other advantage"** (1)

One of the most effective methods for the continuing development of professional staff is the INSET programme. (2) According to Bishop (1976) INSET

> **"...bears the brunt for continuity in programme quality, for responsiveness to educational needs, for the initiation of programmes for change, and for the opportunity for individuals to engage in self examination and renewal."** (3)

It should be possible for the outcome of a well-planned

INSET programme to be measured in terms of personal growth, staff satisfaction, improved physical environment and social climate, and, in general, the existence of an educational programme better adapted to the needs of both teachers and students.

Teachers need continuous training. As Jackson (1974) suggests "There is no such thing as the complete teacher." (4) Sometime teachers do not have enough or the right kind of training in their pre-service education programmes and they need additional training to improve their performance. One way teaching staff can achieve this objective is to participate in INSET programmes.

INSET can be defined as any planned activities intended to improve the performance of practising teachers, especially their performance in teaching. INSET programmes provide teachers with information about new developments and policy changes in education, as well as opportunities to discuss their problems in teaching and to obtain new knowledge and skills to improve performance. However, many INSET programmes have not been successful in achieving these objectives.

Wood and Thompson (1980) pointed out that:

> **"The most common defects reported (about in-service programmes) are poor planning and organization, activities that are impersonal and unrelated to the day-to-day problems of participants, lack of participant (teacher and administrator) involvement in the planning and implementation of their inservice, inadequate needs assessment, and unclear objectives.** (5)

The literature on INSET emphasises the importance of

being sensitive to teachers' needs in planning INSET programmes. Harris (1969) for example, states that to be effective, "in-service should be organised around the needs of teachers". (6) Hite and Howey (1975) indicate that needs assessments are important to determine more accurately INSET needs. (7) Therefore, it seems reasonable to expect that the consideration of teachers' needs is one means of overcoming deficiencies in INSET programmes.

Research findings in this field show that teachers, principals and administrators have different perceptions regarding teachers' needs for INSET. In the United States, Grandgenett (1978), investigated the perceptions of teachers, principals, and Area Education Agency (AEA) personnel in Iowa and found they had different perceptions of teachers' INSET needs. The AEA personnel and principals perceived significantly greater INSET needs in the area of programme-oriented competencies such as evaluating programmes and achievement of students as well as planning instructional programmes, while teachers themselves perceived less need in these areas. (8)

Iraq, a developing country, has relatively recently begun to employ INSET methods to help the Iraqi vocational teachers keep abreast of and utilise a range of new educational methods and techniques. Therefore, it seems important to evaluate the Iraqi experience of INSET.

Exploration of the reality of INSET programmes and determination of the needs of teaching staff were the main objectives of this study.

5.2 Statement of the Problem.

It should not be surprising that the problem with which this research deals is a result of the development witnessed in Iraq in the cultural and economic fields which occurred at the beginning of the 1970's and which led necessarily to the creation of a greater need for more skilled and semi-skilled labour in various areas of Iraqi life. It also impelled the planners to encourage an increase in the number of students in VSs to achieve the country's goals. (9) The Educational Administration considers this number to be enormous but it is very necessary, since vocational training is the only means whereby skilled and semi-skilled labour can be provided.

The increase in the number of various industries has created, in its turn, new needs to be met by VE; this has been effected in the opening of new branches and specialisations. For example, oil nationalisation, the opening of the Industrial factories, the expansion in the scope of mining for sulphur and agricultural phosphate, and the increase in printing in Baghdad, the increase in soil reclamation projects, and the expansion of commercial activities have all led to the opening of new areas of study to satisfy the needs of these industries and those of cultural and economic activities.

In the year 1988/9, 17 specialisations in Industrial Schools, 3 main specialisations in Agricultural Schools and 2 basic specialisations in Commercial Schools could be found to lead to approximately 100 different subjects (at this

time, only 18 different subjects were found in the Academic Secondary Schools).[10]

Unfortunately, in spite of the enormous increase in the number of students enrolled, bringing the number of students of both sexes to 147942 in 1989/90, and the opening of more VSs which in the same year reached 278, the increase in the number of qualified teachers has not kept pace with these developments.[11]

The situation can be illustrated by these figures: In 1986/7, throughout Iraq, 2147 students in carpentry were taught by only three teachers with a first university degrees. With regard to printing skills, there is only one teacher of the same level to teach a total of 466 students - and so on for other specialisations like mining, textiles and glass where there are even fewer teachers. Thus it is necessary to make use of unqualified instructors to teach these subjects. [12]

The means of obtaining teachers and instructors (i.e. the sources of their preparation in pre-service establishments like colleges and institutes) have contributed enormously to this problem in the following ways:

(i) There were no specialised establishment to prepare qualified teachers for VE until the end of the seventies when the first group graduated from the VTDs, but unfortunately many of these departments were closed at the end of the 1980s.

(ii) There exist a number of negative features for which

the programmes and plans of these establishments have been criticised and which point directly or indirectly to their being unsuited to the nature and needs of the vocational teacher.(13)

Many efforts have been made by the Iraqi Ministry of Education and EVE to improve the educational system in Iraq, ever since the revolution of 1968, but because Iraq is a developing country, the Ministry of Education has tended to concentrate its efforts on improving the educational system as a whole rather than to focus on specific areas. This tendency has resulted in a number of shortcomings, including rigid curricula, over-concentration of resources in urban communities at the expense of rural communities, lack of educational materials, and little opportunity for professional development, particularly for the vocational teachers.

In 1976 the EVE established the IAVD to help the professional development of teaching staff and administrative cadres. (14) The EVE believe continuing professional development to be an essential element in improving the quality of VE. INSET was the device chosen to achieve this objective.

If negative attitudes towards the professional development of teaching staff, are held by the teaching staff, who participate in INSET programmes, then clearly those participants are unlikely to be effective in working toward the implementation of INSET programmes. However, if the INSET programme fulfils the educational needs perceived

by the participants, then teachers are more likely to hold a positive attitude and share in appropriate implementation of professional development programmes. Hence, to achieve this aim there is a need, for:

(i) detailed information about the current situation of INSET programmes in the VE field, which will provide base line data for the next step of identifying the deficiencies of INSET programmes;

(ii) detailed information about teachers' training needs obtained from the teaching staff, educational experts, and other people interested in this field;

(iii) suitable proposals for promoting and increasing the internal efficiency of the teaching staff concerned by setting new INSET plans for the teaching staff in Iraq's VSs, in order to meet the needs of both the individual and the State.

This study was designed to examine teacher INSET in the VE field in Iraq. A study of teacher INSET in this field is needed because little information is available at the state level concerning the INSET experiences of vocational teachers. Thus, at present, there are insufficient data on which to base such an assessment.

After an extensive review of the literature from 1976 to 1990 the investigator can conclude that: (i) There is no detailed and specific research available, and that (ii) what does exist is not very analytical.

The review of the previous, indirect studies and documentation, official or otherwise, prime sources and

personal observations made by the investigator through supervisional visits, suggest that the problem merits close scrutiny. The report issued by the education conference held in 1982 by the Ministry of Education indicated that teaching methods adopted by vocational teachers were neither adequate nor successful. (15)

Document No.6, which was issued by the eleventh specific educational conference in 1985, insisted that there is still a lot to be done in educational establishments in order that the efficiency of teachers by INSET be increased. It also showed that this training is still in its earliest stages. (16)

The reports of the investigator which were directed to the administration of EVE during the years 1984, 1985, and 1986, stressed that there is a shortage of qualified teachers and that their standard is poor. It was pointed out that the preparation of *INSET programmes needed to be* improved so as to implement the approved curriculum. (17)

In 1987, the Ph.D study of Jawad, R. H. left no doubt that there are deficiencies in the vocational teaching and training skills in VSs. A number of solutions were proposed. (18)

Also in 1987, Ahmad concluded that there is a lack of qualified teachers in VSs, and he added that co-ordination should be implemented between the stages of preparation of vocational teachers and programmes of INSET to enable them to increase their efficiency and effectiveness. (19)

This view has more recently gained support from the

work of Shawie (1989), who discovered that many vocational teachers had received no pre-service training, while such pre-service programmes as were available had many shortcomings. (20)

The problem which this survey attempts to elucidate, then, is the insufficiency of qualified teachers and instructors in VE schools and their lack of experience and skills to meet developing social needs. It also sets out to study the efforts of the administration of VE -via the INSET project- to develop the efficiency of teachers and instructors through the IAVD. This body was established for the purpose through co-operation with the colleges and official and non-official establishments.

There is a critical need for an INSET programme to train and qualify teaching staff. However up to now, there has been a lack of research devoted to meeting this need. Hence this thesis comes as a first in this field. The investigator hopes that his research will form the basis for future studies which will examine and analyse this particular subject from different angles in order to enhance and enrich the future of the staff development project in VE field. Thus, this study is deliberately broad in scope. The breadth of the research into the Iraqi VE INSET activities has presented the investigator with the difficult task of discussing in reasonable detail a variety of topics and themes. The investigation has tried to shed light on all INSET provision, drawing upon information from teachers and educators as to their wishes and perceptions, to indicate

future needs, and finally to present recommendations for new INSET plans.

5.3 The Significance of the Study.

In a bid to solve the problems of shortages of skilled and semi-skilled labour in Iraq, the State instructed that 50% of intermediate school graduates be admitted into VSs. This entailed opening numerous schools, new branches and providing new teachers. (21) However, at the time of this plan, there were not enough Teacher-Training Establishments particularly in the field of VE. Thus, VE was forced to rely on VE cadres from different sources, creating disparity in the qualifications and standards of teachers.

In addition, VE still suffers from many other problems, in spite of many attempts to improve the teachers and teaching methods, and despite the increase in the VE budget. These problems are very complex. Examples include the high proportion of failures (30% in the academic year 1985/86); the lack of specialists in curriculum development; unqualified teachers; ineffective curricula and textbooks; and the shortage and inadequacies of school buildings (22) (23) (24) (25)

Therefore the importance of this study lies in the recognition that an INSET project is one of the best ways to solve some of these problems.

5.4 The Objectives of the Study.

Since we have identified some of the problems in sections 5.2 and 5.3 the main aims of this study can be summarised as follows:

(i) Exploring and shedding light on the reality of the present situation of INSET activities of Vocational Teaching Staff in Iraq;

(ii) Ascertaining perceptions among teaching staff regarding their INSET needs;

(iii) Proposing plans for INSET programmes, based on (a) the current position and (b) the needs of teaching staff and of the State, as well as relevant literature.

5.5 The Limits of the Study.

The scope of this study will be confined to the activities and the programmes of INSET for teachers and instructors who teach in vocational secondary schools in Iraq (agricultural, industrial and commercial) whether they be academic teachers (languages, general science...etc.) or vocational and technical teachers and instructors. These activities and programmes are run for the Administration of VE by:

(a) The IAVD which was established for INSET purposes in 1976;

(b) The Directorate of Relations which is responsible for Scholarships, study leave and educational missions;

(c) Other bodies which co-ordinate and co-operate with VE in order to set up the INSET courses, whether in the Ministry of Education and its establishments, or in other Ministries and official and non-official associations may also be included.

5.6 Summary

The investigator believes that the findings of this study will help administrators as they interact with the many levels of professionals necessary to plan, promote, and provide INSET activities in the school system. It is hoped that the findings which emerge, will be used to plan and implement INSET procedures that will more nearly meet the professional needs of teachers and instructors.

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Chapter Six

Methodology of the Study

6.1 Introduction

This chapter explains the methodology and procedures used in conducting the study and achieving its objectives. The following sections describe the procedures used in collecting the data: development of the instrument, pilot study, sample size and characteristics, administration of the instrument and statistical analysis of results.

Because of the breadth of this study, the investigator has used a variety of research methods to collect the required information: firstly, the use of questionnaires distributed to various groups; secondly, the selective interviewing of some groups with an interest in INSET. thirdly, the reviewing of previous literature upon the subject, and of official and non-official reports. Field observation was conducted wherever possible. This use of multiple methods is in keeping the opinion of Van Dalen who stated:

> **"One does not master a single method of obtaining data, such as the questionnaire, and apply it to every problem that arises. Each tool is appropriate for acquiring particular data, and sometimes several instruments must be employed to obtain the information required to solve a problem. Researchers, therefore, must possess considerable knowledge about a wide variety of techniques and instruments"**(1)

There is a risk involved with the use of questionnaires; they are time-consuming especially if it is necessary to travel from one country to another in order to collect information. The construction of the instrument is

also very important, for the questions must be framed in such a way as to obtain the necessary material, without unduly influencing the respondents. In order to frame his questions accurately, the investigator must first identify the specific aims of his investigation. In 1965, Evans stated that statements on questionnaires collected through investigation must be relevant to the specific objectives of the investigation.(2)

Oppenheim (1966) has stated that a questionnaire is a scientific tool and therefore must be constructed with great care in line with the specific aims and objectives of the investigation. Data collected should be of practical use to the investigator, even when subject to error. Accordingly, it must be kept in mind that the questionnaire is not merely a list of questions, but is a scientific tool constructed for a specific purpose. (3)

6.2 Aims and certain questions of the study:

As stated in Chapter Five, this study has been designed to meet three principal aims:

1- Exploring and shedding light on the reality of the present situation of INSET activities of the Vocational Teaching Staff in Iraq;

2- Ascertaining perceptions among teaching staff regarding their INSET needs;

3- Proposing plan for INSET programmes, based on (a) the current position and (b) the needs of teaching staff and of the state, as well as relevant literature.

6.3 Hypotheses for testing:

Regarding teachers' INSET needs, the hypotheses below were established in order to examine the perceptions of the three main groups:

H1: There are no significant differences in the perceptions of teachers/instructors from different regions in Iraq (North, Middle and South) in regard to future INSET needs in selected areas of INSET courses.

H2: There are no significant differences between male and female teachers/instructors in terms of their perceptions of teachers' future INSET needs in selected areas of INSET courses.

H3: There are no significant differences in the perceptions of teachers/instructors from different subject-specialisations in regard to future INSET needs in selected areas of INSET courses.

H4: There are no significant differences in the perceptions of teachers/instructors with *different pre-service* qualifications in regard to future INSET needs in selected areas of INSET courses.

H5: There are no significant differences in the perception of teachers/instructors with differing lengths of teaching experience in regard to future INSET needs in the selected area of INSET courses.

H6: There are *no significant differences in the perception* of teachers/instructors who have had some INSET and those who have not, in regard to future INSET needs in selected areas of INSET courses.

H7: There are no significant differences between supervisors and principals in regard to their perceptions of teachers' future INSET needs in the selected areas of INSET courses. (4)

H8: There are no significant differences between the three groups (teachers/instructors, supervisors/ principals and lecturers on INSET courses) in regard to their perceptions of teachers' future INSET needs in the selected areas of INSET courses.

In particular, the study is designed to answer the following questions:

1- What kind of INSET programme do we have now, and what kind of INSET problems we are facing?

2- What are the likely INSET needs of our country?

3- What can educational and non-educational establishments do to meet these needs?

4- How can these establishment prepare themselves for these tasks?

6.4 The instruments:

6.4.1 The preparation of questionnaires: Since much of the information required for this aspect of the investigation is in the form of "views" and "opinions", it was decided that the inquiry should be conducted by means of a questionnaire. To this end, the researcher conducted a search of current literature related to questionnaire design. This search helped to identify the various key issues in the area. The procedures followed in the development of the questionnaire were essentially, those recommended by Oppenheim (1966), (5) Ackroyd and Hughes (1981), (6) Sudmand and Bradburn (1982). (7) The first step in the design stage, was to list the specific objectives to be achieved by the questionnaire and to relate each question to these objectives. According to Oppenheim (1966), a questionnaire has a task to do; its function is measurement, therefore the specification should clearly state the main variables to be measured. (8) Cohen (1976) pointed out that a good questionnaire should be easily understood, short, uncomplicated, reliable, and valid. (9)

After an extensive review of a number of exploratory

studies of literature available, the first version of the instrument was developed using an outline of the topics that had been identified as important in relation to the INSET programmes, in order to provide information on the teachers' experience of and satisfaction with, INSET.

To meet the aims and objectives of this investigation, stated above, four questionnaires were constructed: one for a teachers and instructors, one for supervisors and principals, one for INSET lecturers and one for a group participating in an INSET course.

The Questionnaire of Group No.1: This asked vocational teachers and instructors to describe their INSET experiences and what they would want to see in future INSET programmes, in order to meet their needs. This was done so that the following objectives would be achieved:

1- To provide information on pre-service background of teaching staff.
2- To contribute to an understanding of the present INSET provision.
3- To identify INSET needs (as dictated by the approved uniform curriculum).

In addition to demographic and personal information about the respondents, (location of work, age, sex, main subject, experience, present job, and qualification), a three-section questionnaire was used in survey No.1 as a primary instrument for collecting data necessary for the exploratory study. (See Appendix 6.1)

Section One : In the first section of the instrument, questions regarding pre-service courses and the probationary year were asked to provide data regarding the respondents' opinions of their main course of study or qualifications prior to becoming teachers/instructors. This section comprised 28 choices under three headlines - (pre-service courses, reasons for becoming a teacher/instructor, and probationary year). This section was intended to discover any deficiencies in the above aspects which could be remedied by INSET programmes.

Section Two: A. This part dealt with the past experience of INSET. It comprised 7 headings, including 54 questions and choices. The aim of this part was to discover the nature and reality of INSET activities and the advantages and disadvantages of these activities in the estimation of the respondents.

Section Two. B: This part was titled, "in-service courses in the future". It aimed to ascertain the INSET needs of teaching staff. It comprised 10 headings, made up of 71 questions and choices. In this part the respondents were asked to place certain answers in rank order; these answers were then weighted (1=3 points, 2= 2 points, 3= 1 point) in order to identify teachers' in-service priorities,

Section Three: "Roles and Participation". This section included an open ended question, which invited the respondents to suggest ways INSET activities could be improved and extended, either by the teacher or instructor or by other persons or bodies.

The second questionnaire: (See Appendix 6.2) This was directed towards the 51 educationists (26 Principals of the schools already chosen, and 25 supervisors who work in the Baghdad area). 42 (82.4%) completed copies were received. This questionnaire was designed to identify 3 areas:

1- The problems faced by teaching staff during their pre-service training and INSET (whether in content, or in financial or administrative problems).
2- The administrators' and supervisors' views and attitudes regarding the solutions to these problems.
3- The teaching staff's INSET needs.

The Third questionnaire: The third questionnaire (See Appendix 6.3) was distributed to 25 INSET lecturers in the Baghdad area, who are lecturing on and/or planning INSET courses, to investigate their opinions on the needs of trainees. It was given to 25 lecturers who teach on in-service courses. Only 20 (80%) completed questionnaires were returned to the investigator.

The Fourth questionnaire: This survey (See Appendix 6.4) was directed to a group (19 instructors) engaged in INSET courses in the Baghdad area while the investigator was in the country carrying out his field work.

6.4.2 Preparing Interviews: The investigator also used the interview method, when investigating expert group opinions. According to Jaber and Kadhim, 1973, the interview is necessary in order to ensure the validity and correctness, of the information collected from independent sources. (10) This method may support the investigator in his critical

evaluation of the information which was collected by the other methods of investigation. (i.e. official and non official reports). Dunham and Smith (1979) indicated that "the unique strengths and weaknesses of both interview and questionnaires suggest that a combination of the two techniques provides the most effective organisational survey programme." (11) Therefore, 13 specialists, educational experts, educational administrators and university teaching staff, were interviewed. Those educationists were selected according to their association with Pre and In-Service training, to determine priorities for the content and forms of INSET programmes. (See Chapter 11 for more details).

A tape recorder was used in many of the interviews to preserve the richness of respondents' replies. This was an advantage to the investigator because it was inexpensive and alleviated the problems of continuous writing during the interviews, facilitating more accurate recall of the interviews. Of course, the respondent's permission was asked before such recordings were made; some refused to be recorded. The use of recorded interviews facilitated accurate and objective analysis.

This combination of various types of questions provided the study with detailed information. The structured questions yielded detailed factual information, while the semi- structured ones allowed for more probing encouraging the respondents to respond openly and thereby yield more detailed information.

In addition to interviews and questionnaires,

information was collected by examining the IAVD's records and by visiting some INSET courses.

Because the investigation was concerned with items such as type, duration and subjects of courses and availability of resources, and not with behavioural matters, the investigator did not use mechanical devices for collecting data, such as video tape, these being considered unnecessary.

6.5 Pilot test:

It was found necessary to carry out a preliminary test of the questionnaires to locate any ambiguities in the questions. and to ensure their clarity for the Iraqi vocational teachers who would participate in the study. The importance of pilot testing is emphasised by many writers such as Borg and Gall, [12] Johson, [13] Hayman, Dyen, [14] Cohen and Manion, [15] Ary et al, [16] and Lin. [17]

It was difficult at the time of composition of the questionnaires to carry out this pilot investigation in Iraq because of the Gulf war, so it was decided to carry out the pilot test in the U.K.. The three developed surveys were therefore presented to three Iraqi groups in Britain, with similar qualifications and characteristics to those in Iraq, the surveys first being translated into Arabic by the investigator. The three groups were asked to express their views on the clarity and comprehensiveness of the surveys. One item in the pre-service section was omitted completely, and a new item was added, to the section, as a result. This pilot study took place between September and October 1988.

All the selected respondents answered, indicating support for and interest in the study and providing valuable feedback relative to the redundancy, simplicity (wording) clarity (meaning) and length of the instrument, spacing and the validity of the items. The pilot test groups consisted of 15 Iraqi teachers who were continuing their higher studies in the U.K. Mouly (1978) stated that stratified random sampling provides more precise results than simple random sampling only if stratification resulted in greater homogeneity within each stratum than would be found in the whole population taken as a unit. Stratification is profitable, in the sense of giving more precise results, whenever the population can be broken into sub-populations possessing characteristic differences with respect to the trait under investigation. (18) A group of English volunteers interested in INSET also participated in this pilot study; they were asked to check the instrument in order to determine if there was any obscurity.

6.6 Sample size and characteristics

The investigator sampled 10% of the total number of the VSs in Iraq, drawn from three areas of Iraq. The sample of this study was selected according to the number of each type of VS in each representative region. Van Dalen stated:

> **"Since a randomly selected sample, particularly a small sample, may by chance have an undue proportion of one type of unit in it, an investigator may use stratified random sampling to get a more representative sample ... proportional stratified sampling enables one to achieve even greater representativeness in the sample. This technique requires selection of units at**

random from each stratum in proportion to the actual size of the group in the total population." (19)

Therefore the number of VSs and teachers from the middle region was more than the number of the subjects selected randomly from each of the north and south region. (See Table 6.1). The three areas investigated were:

1- Nineveh area, a northern province located about 400 km from Baghdad; its main city, Mosul, is the second largest city in Iraq.

2- The Baghdad area, located in the centre of Iraq. Baghdad is the capital city of Iraq and also the largest Iraqi city. 67 (25.9%) of VSs are located there.

3- Thi-Qar province, a southern province located about 375km from Baghdad, representing the Southern region of Iraq.

These three areas represented the geographical distribution and the fundamental differences in climatic, and typographical characteristics (*See Appendix 2.12*).

The total number of VSs in Iraq for 1989 was 258, and therefore the sample consisted of teaching staff of 26 schools. Five schools were randomly chosen from each of Nineveh and Thi-Qar provinces: one Agricultural School, two Industrial Schools, and two Commercial Schools. 155 and 144 questionnaires were distributed in Nineveh and Thi-Qar respectively. (See Table 6.2)

In the Baghdad area, 16 schools were sampled, reflecting the greater concentration of schools in this area. 301 questionnaires were randomly distributed among the

Table 6.1

Distribution of Sampled Vocational Teaching Staff by regions in Iraq*

Type of Vocational School	North region (Nineveh) Vocational School in District	No. of AT	VT	I	Total	Middle region (Baghdad) Vocational School in District	No. of AT	VT	I	Total	South region (Thi-Qar) Vocational school in District	No. of AT	VT	I	Total
Industrial	1- AL Jazerah (M)	4	10	12	26	1- First of June (M)	2	3	9	14	1- Thi-Qar (M)	7	5	23	35
	2- AL Mosul (M)	9	6	13	28	2- Electrical Industrial	5	3	6	14	2- Ur (M)	8	6	30	44
						3- AL Qaherah (G)	2	3	7	12					
						4- AL Adamyai (M)	7	6	7	20					
						5- AL Sha'ab (M)	5	7	7	19					
						6- Soomer (G)	4	3	4	11					
						7- O'm AL Tubool (M)	4	4	7	15					
						8- AL Krah (M)	7	4	9	20					
Total	2	13	16	25	54	8	36	33	56	125	2	15	11	53	79
Commercial	1- AL Mosul (B)	4	9	0	13	1- Seventh of Nassan (G)	1	10	0	11	1- Thi_Qar (G)	2	10	0	12
	2- AL Hadba (G)	4	13	0	17	2- AL Bayan (G)	2	9	0	11	2- Thi-Qar (B)	2	9	0	11
						3- Al Markazia (G)	5	5	0	10					
						4- AL Kathra (M)	1	8	0	9					
						5- AL Markazia (B)	1	6	0	7					
						6- AL Ba'ath AL Arabi (B)	1	6	0	7					
						7- AL Mansoor (B)	7	5	0	12					
Total	2	8	22	0	30	7	18	49	0	67	2	4	19	0	23
Agricultural	1- AL Salamia (M)	2	16	18	36	1- Baghdad AL Mahnai (M)	13	26	20	59	1- Akad (M)	4	7	11	22
Total	1	2	16	18	36	1	13	26	20	59	5	23	37	64	124
Total	5	24	53	43	120	16	67	108	76	251					

Totals: 5	Schools from Nineveh area	with 120 completed questionnaires.	total AT =113
16	= =	Baghdad	= =	251	=	= .	total VT =199
5	= =	Thi-Qar	= =	124	=	= .	total I =183
26	vocational schools			495 completed questionnaires			495

Key to abbreviation: AT. : Academic Teacher (G) : Girl

VT. : Vocational Teacher (B) : Boy

I. : Instructor (M) : Mixed

teaching staff of 8 Industrial Schools, 7 commercial Schools, and 1 Agricultural School, which were chosen randomly.

An amendment to the original plan (See Appendix 6.5) was made, firstly because it was realised that the number of academic teachers, vocational teachers and instructors suggested in the original plan was unobtainable, and secondly, because the total number of VSs had risen from

Table 6.2

Questionnaire response rate (Group 1)

Region	Name of School		No. of Qu. distributed (1)	Total	No. of Qu. returned (2)	Total	No. of Qu. completed (3)	Total	% (1-2)
Nineveh	AL Jazerah.....	(Ind.)	30		27		26		
	AL Mosul.....	(Ind.)	38	68	28	55	28	54	79.4
	AL Mosul.....	(Com.)	20		14		13		
	AL Hadba.....	(Com.)	27	47	18	32	17	30	63.8
	AL Salamia.....	(Agr.)	40	40	37	37	36	36	90.0
Baghdad	First of June...	(Ind.)	17		14		14		
	Electrical.....	(Ind.)	15		15		14		
	AL Caherah.....	(Ind.)	16		12		12		
	AL Adamyai.....	(Ind.)	23		21		20		
	AL Sha'ab.....	(Ind.)	23		20		19		
	Soomer.....	(Ind.)	15		11		11		
	O'm AL Tubool...	(Ind.)	15		15		15		
	AL Krah.....	(Ind.)	23	147	20	128	20	125	85.0
	Seventh of Nassan	(Com.)	13		11		11		
	AL Bayan	(Com.)	15		11		11		
	AL Markazia.(G).	(Com.)	15		10		10		
	AL Kathra.....	(Com.)	12		9		9		
	AL Markazia.(B).	(Com.)	10		8		7		
	AL Ba'ath AL Arabi	(Com.)	11		7		7		
	AL Mansoor.....	(Com.)	15	91	12	68	12	67	73.6
	Baghdad AL Mahnai	(Agr.)	63	63	59	59	59	59	93.6
Thi-Qar	Thi-Qar.....	(Ind.)	39		36		35		
	Ur	(Ind.)	45	84	44	80	44	79	94.0
	Thi-Qar (G).....	(Com.)	15		12		12		
	Thi-Qar (B).....	(Com.)	16	31	11	23	11	23	74.2
	Akad.....	(Agr.)	29	29	23	23	22	22	75.9
Total			600	600	505	505	495	495	82.5

Key to abbreviation: Qu. = Questionnaire. G.= for girls

Ind.= Industrial School B.= for boys

Com.= Commercial School

Agr.= Agricultural School

248 to 258. These problems forced the investigator to increase the number of the questionnaires and to distribute them to all members of staff, irrespective of their category.

Therefore, the sample was carefully chosen to reflect a wider section of the population so that general inferences could be drawn from it. The reliability and truthfulness of the answers was ensured by three sets of questionnaires being distributed with questions restated in different forms to similar groups of respondents. (See Table 6.3) The same questions, were presented to different groups.

Table No. 6.3

Types of instruments and number of respondents included in study

Item	Type of instrument	Main group	No. of questionnaires distributed	returned	Location of respondents
1-	Questionnaire No.1	Teaching staff (teachers+instructors)	600	495	26 Vocational Schools from three areas (Nineveh, Baghdad and Thi-Qar)
2-	Questionnaire No.2	Supervisors & Principals	25 26	16 26	Who Work in Central office. from 26 Vocational Schools.
3-	Questionnaire No.3	Lecturers who teach on in-service courses	25	20	from Baghdad area.
4-	Questionnaire No.4	Teachers and Instruc--tors (as trainees)	19	16	Baghdad area (trainees attended INSET course in Baghdad area during the investigator's stay.
5-	Interviews No. 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13,	educational experts, university teaching staff etc.	13		these interviews are with repre--sentatives of 13 important areas who have an interest in INSET.

6.7 Administration of the instrument data collection:

An introductory letter was affixed to the first three questionnaires (Appendix 6.6) explaining the purpose of the research, in order to solicit the participation of the subjects. Many important definitions for items were given.

Hand-written copies of the instruments and covering letter (in Arabic) were sent to Leeds, for typing in the Arabic language (by computer). For the survey carried out in Iraq, the investigator obtained a letter prepared by his supervisor asking the Iraqi Cultural Office in London to grant the investigator permission to conduct his field study in Iraq.

The Ministry of Education, Higher Education colleges and Institutes in Iraq were asked by the Ministry of Higher Education and Scientific Research to help the investigator obtain responses from the VSs involved in the sample of study, and to co-operate in interviews with Iraqi experts and educational specialists. (See Appendix 6.7) The EVE and Directorate General of Education (DGE.)in Nineveh and The-Qar provinces, were asked to help the investigator in the same way. (Ministry of Education memorandum dated 29/11/1988) Then the EVE. and the DGE in Nineveh and Thi-Qar in turn sent letters to VSs in these three areas requesting them to help the investigator to distribute the instrument to the selected participants and gather the responses from them. (See Appendix 6.8, 6.9 and 6.10)

The investigator co-operated fully with the Director of

the General Directorate of Education in both provinces and with the Director of Technical Committee for Central Development and follow-up (Vocational Supervision), providing lists of VSs and teaching staff according to their subject areas, in order to select the VS randomly.

The questionnaires were checked for accuracy of translation from English to Arabic by the Translation Department of the EVE. - Miss. H. Al Ani and Mrs. S. Al Doori- also by Dr. A. Al Wattari, (expert in Ministry of Education). There were no major problems to be rectified. The possibility of postal distribution of the questionnaire was considered, but the final decision was determined largely by bearing in mind the warnings of experts such as Oppenheim (1966) who stated that

> **"By far the largest disadvantage of mail questionnaires, however, is the fact that they usually produce very poor response rates .... The important point about these poor response rates is not the reduced size of the sample, which could easily be overcome by sending out more questionnaires, but the possibility of bias."** (20)

Oppenheim further added that the personal administration of questionnaires ensures a high response rate and accurate sampling. (21) For this reason, the investigator thought it wise to conduct a field study himself rather than entrust it to the vicissitudes of an unreliable postal service. Thus, the investigator personally administered the copies of all types of the questionnaires to all members of teaching staff present in the VSs that were mentioned in the sample of the field study in Iraq.

Those absent because of sickness or vacation, and part - time teaching staff were excluded from the survey. Of the total 600 copies of the questionnaires given out, 505 were returned, with 495 completed. This represented 82% of the total number of teachers and instructors who were selected for group 1. This outcome was probably because of the voluntary nature of the exercise.

6.8 Statistical Analysis

All responses were transferred to data processing tabulation sheets, and coded, then analysed at the University of Hull Computer Centre. (SPSSX, 1988).

The kind of investigation questions asked and the nature of the information gained by the instruments were two prime factors which influenced the choice of statistical procedure for this investigation.

The main questions asked throughout the survey were descriptive. The attempt was to identify the views of respondents as a group about present' and future' INSET in the field of VE in Iraq. In addition, attempts were made to discover whether there were any significant differences in respondents' opinions.

Complex statistical methods were avoided as far as possible, mainly because the aim of the investigator was to present the results in simple terms to the focal audience of the study, to enable people in the vocational field to understand and accept or reject the recommendation (new plan) made. It was assumed that such an audience might be unfamiliar with complex statistical methods. However, the

data were analysed in the following manner:

1- Descriptive statistics: These kind of statistics were used in this study to collect information about the actual situation of INSET in relation to Iraqi vocational teaching staff. However, two kind of descriptive statistics were used.

A- Frequency and percentage of responses related to the level of importance of each statement were computed and recorded for the total subjects. The advantage of descriptive statistics was that they used one or two numbers to represent all the individual scores of subjects in the sample.

B- Weighted Mean: First, as described by Roger Porkess in 1988, the Weighted Mean is "a result produced by a technique designed to give recognition to the importance of certain factors when compiling the average of a group of values". (22) This **"Weighted arithmetic mean"** or **"Weighted average"** was also defined by Kendall and Buckland in 1982 as "An average of quantities to which have been attached a series of weights in order to make proper allowance for their relative importance." (23) (24) It was used in this study to help to identify the respondents' priorities regarding INSET needs. In this means the study weighted 1st choice = 3 points, 2nd = 2 points and 3rd choice = 1 point.

The formula used for the Weighted Mean :

is $$\frac{W1\ X1 + W2\ X2 + \ldots + Wn\ Xn}{W1 + W2 + \ldots + Wn}$$

where W1, W2, ... Wn, are the weightings given to the variables X1, X2, ..., Xn.

The following example may make the method used in this study more clear:

Example: 200 respondents ticked the "Lecture method" as first choice, 100 respondents ticked this method as second choice, and 30 of them ticked it as third. These three choices were then weighted 1st choice = 3 points, 2nd = 2 points and 3rd = 1 point. Hence, the Weighted Mean for this example will be:

$$\frac{3x200 + 2x100 + 1x30}{3 + 2 + 1} = 138.3$$

Then, this result will be compared with other results (other Weighted Means of other variables) to list the respondents' priorities.

2- Inferential statistics: The Chi-square (Ki) (X^2) test was used as a measure of the extent of the difference between observed frequency and expected frequency. (25) (26) In other words the Chi-squared (Ki) (X^2) is a statistical technique used in analysing data in order to show the relationships between independent and dependent variables of groups and sub-groups to examine the hypothesis established. "Most researchers use either the .05 or .01 level as the point at which they will reject their null hypothesis."(27) "... it is, of course, possible to use Chi-square when there are more than two categories for each variable..." (28) Chi-squares and significances were obtained from SPSSX crosstabs programmes, at the Computer Centre/University of

Hull 1988. Mathematically (X^2) is based upon the following formula: (29)

$$X^2 = \sum \left[\frac{(fo-fe)^2}{fe} \right]$$

where: fo is each observed frequency

fe is each expected frequency.

The value of X^2 is subject to the degree of freedom (df). Degree of freedom means freedom to vary. (30) This will be determined by the use of the following formula: (31)

$$df = (r-1)\ (k-1)$$

where: r = number of rows.

k = number of columns.

6.9 Types of Variables:

The variables used in the investigation were classified into two categories: dependent and independent. The latter i.e. independent or experimental variables were: (1) Location, (2) Sex, (3) Main subject, (4) Academic qualification, and (5) Years of teaching experience.

In addition to these five independent variables, the variable of teachers' INSET experience was also examined whenever and wherever the need existed.

Type of group selected in this study was also used as an independent variable. With some important dependent variables, other independent variables (e.g. sub-group of supervisors and sub-group of principals) were examined.

In questionnaire No.1, dependent variables were as follows:

1. Pre-service courses: This variable includes 11 items. (See Table No. 6.4 which shows the distribution of

questions and statements for all three questionnaires).

Table 6.4
Distribution of the Questionnaires' and Statements

Categories	No. of Questions and Statements	Questionnaire No.1	Questionnaire No.2	Questionnaire No.3
1. General information	Question	7	8	6
	Statement		-	
2. Pre-service courses	Question	1	3	-
	Statement	11	29	-
3. Reasons for becoming a teacher/instructor	Question	1	-	-
	Statement	9	-	-
4. Probationary year	Question	1	-	-
	Statement	8	-	-
4. Past and present INSET experience	Question	7	11	13
	Statement	54	27	30
5. INSET needs in the future	Question	10	8	8
	Statement	71	55	55
6. Roles and participation	Question	1 (open)	2 (open & closed)	2 (open & closed)
	Statement	6	14	13

2. Reasons for becoming a teacher/instructor: This variable includes 9 items. 3. Probationary year: This variable includes 7 items.
4. Past experience of in-service training: This variable comprises headings including 54 items.
5. INSET courses in the future: This variable comprises 10 headings including 71 items.
6. Role and participation: This variable includes 6 items.

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Chapter Seven

Description of Surveys

7.1 Survey No.1 (Teachers and Instructors)

The first part of each instrument used for this study consisted of a set of questions designed to obtain some specific personal and demographic information about the respondents involved in answering the questions.

In respect of Group 1 (teachers and instructors) and as mentioned in the previous chapter, 600 questionnaires were distributed to the teachers and instructors in 26 Vocational Schools. The number of returned responses totalled 505 (84.2%). 10 (1.9%) of the total returns were found to be unsuitable, and were therefore eliminated. The total number of completed and usable responses was 495 or 82.5% of the total number distributed.

Table 7.1 below shows that the majority, i.e. 251 (50.7%) of the teachers and instructors who participated in this survey were from the Baghdad area, in accordance with the total number of teaching staff in this area (See Chapter 6 for further details). This percentage represented 10% of that number. 120 (24.2%) of the respondents were from Nineveh province and represented 19.4% of the population of teachers and instructors in this area, while 124 (25.1%) of the sample were from Thi-Qar province and represented 43.1% of the vocational school teachers and instructors' in this province.

The investigator in choosing these three areas aimed to discover whether or not there were significant differences

between the respondents from these three areas in the field of INSET activities and related matters.

With regard to the sex of teachers and instructors, the same table shows that nearly 60% were male and the remaining 43.0% female. The teaching staff in VSs being mixed, the sex of respondents was considered an important variable. The question was addressed of whether response by sex would be significant.

Appendix 7, Table 2 shows that the female respondents in the Baghdad area (5[illegible]%) formed the highest female proportion among the three provinces (30.[illegible]% in Nineveh and

Table 7.1 Distribution of Group 1 (Teachers & instructors)

1. By Location	No. of respondents	% of the total sample
Nineveh	120	24.2
Baghdad	251	50.7
Thi-Qar	124	25.1
Total	495	100.0
2. By Sex		
Male	282	57.0
Female	213	43.0
Total	495	100.0
3. By Type of Vocational Schools		
Industrial	258	52.1
Commercial	120	24.2
Agricultural	117	23.6
Total	495	100.0

Table 7.1 continued

4. Type of Responsibility		
Teacher	312	63.0
Instructor	183	37.0
Total	495	100.0
5. By Highest Qualification		
Preparatory Certificate	79	16.0
Diploma	109	22.0
B.A.	58	11.7
B.Ed.	17	3.3
B.Sc.	232	46.9
Total	495	100.0
6. By Age		
Under 20 Years	1	0.2
20-29 Years	190	38.4
30-39 Years	238	48.1
40-49 Years	61	12.3
50 and over	5	1.0
Total	495	100.0
7. By Length of Teaching Experience		
Under 1 Year	16	3.2
1-4 Years	163	32.9
5-9 Years	128	25.9
10-14 Years	117	23.6
15-19 Years	38	7.7
20 Years and over	33	6.7
Total	495	100.0
8. By Subjects		
Industrial	194	39.2
Commercial	90	18.2
Agricultural	98	19.8
Languages	58	11.7
Sciences	53	10.7
Others	2	0.4
Total	495	100.0
9. By Number of Subjects Being Taught		
One subject	231	46.7
Two subjects	196	39.6
Three or more subjects	68	13.7
Total	495	100.0

Table 7.1 continued

10. By Kind of subjects Being taught		
Own special subject	330	66.7
Non-special subject	40	8.1
Both	125	25.2
Total	495	100.0
11. Qualified and Unqualified		
Qualified	181	36.6
Unqualified	314	63.4
Total	495	100.0

21.8% in Thi-Qar) and accounted for more than half the females in the sample. This may have been due to the attitudes of people in the Baghdad area, where perhaps people have a more modern outlook, resulting in a greater proportion of educated women.

In respect of number of respondents according to type of VS in which they worked, these were classified into three groups. As seen in the table 7.1, the majority, 52.1%, were from industrial schools, which reflects the high number of this kind of VS. This increase in population of industrial teaching staff has been due to the encouragement given by Iraqi educational policy to the preparation of the skilled and semi-skilled labour which Iraq needs nowadays.

Appendix 7, Table 1 shows that 48.4% of the industrial respondents were from the Baghdad area, 20.9% from Nineveh, and 30.6% from Thi-Qar province. Table 1 of the same Appendix indicates that the number of agricultural teaching staff had decreased since 1980. This situation had resulted from the new national (state) plan which decided to reduce

the number of agricultural schools [1]. It can be clearly seen in this table that the percentage of those with experience of 10 years and over are to be found more in the agricultural teaching staffs than in the industrial and commercial ones.

Because of the nature of commercial education which renders it the first choice for females, we find that a higher percentage of commercial teaching staff is female.

Teaching staff in VSs in Iraq are classified into two types of educators: (a) Teachers and (b) Instructors, according to their qualifications. Table 7.1 records the numbers of both types sampled for this study.

It was discovered that 51.6% of the respondents from Thi-Qar province were instructors, as against 30.3% from the Baghdad area. It was expected that the two group would give different responses in respect to their demands and desires. See Table 2 of Appendix 7.

382 (77.2%) of the respondents involved in vocational subjects, this number comprising 199 vocational teachers and 183 instructors. The academic subjects were represented by 113 teachers or 22.8% the total number of respondents.

Formal education was considered an important variable. It was assumed that education, training, or opportunity to expand upon the pre-service conceptual base of teaching and learning would significantly affect the perceptions of teachers' in-service needs. Certification of certain educational experience deemed significant by the degree-granting institution, could be ascertained by the degree

level of the respondents. Table 7.1 reports the fact that over 60% of respondents indicated having a Bachelor degree. The rest had less than this degree - 22% had a Diploma and 16% a Preparatory School Certificate.

It seems that the lowest percentage of educated people live in The-Qar province and this may reflect the scarcity of educators in this province who hold a degree. This situation forced the EVE to employ as instructors Vocational School Certificate holders from the same area. (See Appendix 7, Table 2).

In general, the female teaching staff are better qualified than the males. This may be because of the high percentage of females in commercial schools, where all teaching staff have the Bachelor degree. (See Appendix 7, Table 3). Also regarding qualifications, it was discovered that the percentage of Diploma holders has increased recently in comparison with holders of the Secondary School Certificate. This is because the EVE is now following a plan which requires new instructors to have the Diploma as minimum qualification. (2)

Table 7.1 also gives background information in terms of the ages of the sample. Respondents were grouped into five categories, each category except the first covering a ten-year period. For this study three categories were used: 191 (38.6%) of the sample were in the age -range of under 30 years. 48.1% were in the range between 30-39. Only 13.3% were in the range of 40 and over. The average of mean of the sample's ages was 32.5 years which shows that the sample had

little experience of teaching.

The respondents from Thi-Qar province were younger in general than those from the other two provinces. This indicates that many new VSs had been recently established in this area, and these schools needed urgent appointments of new graduates. (See Appendix 7, Table 2). It seems also that on the whole the respondents from industrial schools were younger than the respondents from the other two kinds of VSs; this was because of the increase in admission of students to this kind of education in accordance with the new state policy, and this faced EVE with the temporary necessity of appointing VSs' fresh graduate as instructors. Also, perhaps the work market attracted industrial teaching staff more than agricultural staff from their professions. (See Appendix 7, Table 1). In general, the teachers in the sample were older than the instructors, and this may have been because of the differences in the number of years spent in their pre-service courses. The males' ages were higher in general than the females. This could be attributed to the recent policy which has concentrated female staff in education, releasing the male staff for duties elsewhere[3] (See Appendix 7, Table 3).

Respondents were asked to indicate their years of teaching experience. Six levels of experience (under 1 year, 1-4 years, 5-9 years, 10-14 years, 15-19 years and 20 year and over) were defined, as in Table 7.1, where it can be seen that the majority, i.e. 307 (62.2%) of the respondents had less than 10 years of teaching experience and those who

had taught for 10 years and over numbered 188 (38%). These two categories were chosen for treatment in the research. The mean number of years of teaching was 8.19. This information indicates that a huge number were appointed recently, no doubt due to the expansion of the vocational schools which began in the mid - 1970s.

It can be said that the male staff were in a dominant position with regard to length of experience. This fact can be interpreted in the light of the following circumstances:

1. The new policy for employment of females and release of male staff for duties elsewhere.
2. The past traditional Iraqi family attitude towards women, which limited their opportunities for working outside the home.
3. The fact that as a rule principals of VSs prefer male staff to females, in the belief that males are far better at maintaining discipline in the classroom and also because of females' family commitments which affect their efficiency in carrying out duties and especially their attitude towards VE.

The small number of VSs before 1975, the employment market outside the VSs which has encouraged experienced teaching staff to leave teaching, and the low age of retirement in Iraq - all these reasons probably account for the low average in length of teaching experience, and especially the small number of teachers within the range of 15 years' experience and over.

Table 7.1 shows the distribution of teachers and

instructors according to the subjects in which they were trained by their pre-service course. The four main subjects (Academic, Industrial, Commercial and Agricultural) were taken as an important independent variable, because each one of these subjects represents a certain facet of the VSs.

More than one - third of the subjects taught in VSs are scientific and cultural subjects. These kinds of subjects require a reasonable percentage of teachers who are trained to teach them. In contrast, it can be said that the agricultural schools are suffering a severe shortage of staff in academic field areas. (See Appendix 7, Table 1).

Table 7.1 indicates the numbers of subjects which individual respondents were teaching at the time of collecting the data. This table shows that 264 (53.3%) of the sample were teaching two subjects or more and indicates an overloading of these teachers in respect of the teaching content required of them.

It was found that 75% of the commercial school teaching staff were teaching two or more subjects. This situation is an attempt to make the limited subjects in which the commercial teachers are trained, meet the huge variety of subjects which these schools teach. It was found that relatively more females than males were teaching subjects for which they had not been trained. As already indicated, this could be attributed to the limited specialisations of teaching staff, particularly commercial staff, of whom females form the majority. (See Appendix 7, Table 1).

It can also be seen from table 7.1 that more than one -

third (33.3%) of the sample were teaching non-specialist subject (i.e. subjects in which they were not trained). This may have many causes, for example: (a) a faulty distribution process by which the teachers and instructors were appointed, i.e. placing them according to their preferences which would prevent many schools from filling their need for certain teaching staff; (b) unsuitability of teacher training establishment in providing teachers to cover the vocational subjects which the VSs require.

40% of the Nineveh respondents were teaching (for them) non-special and both non -and special subjects, this percentage followed by the Baghdad respondents (32.3%) and those from Thi-Qar (29.0%). It is worth mentioning here that the specialisation was general in VSs in the past, which gave the teaching staff confidence in their teaching, this confidence was probably due also to the accumulated experience of those over 40 years of age.

Through examining the personal data, the investigator found that 63.4% of the sample were considered unqualified teachers and instructors, judged by their qualifications and the type of the establishments from which they graduated. (See table 7.1). Unfortunately, there is no recent study or report which classifies the teachers and instructors in Iraqi VSs in respect of their unqualified status. In general, it can be said that all those who have graduated from non - education colleges are considered unqualified teachers, apart from those who hold the Certificate of the TID, which was established in the mid 60s. This is because

the non-educational establishments' study curricula do not include educational units such as pedagogy and educational psychology, for such subjects qualify the graduates as professional teachers.(4)

Nearly 80% of the respondents from agricultural schools were unqualified followed in numbers by the industrial (60.1%) and commercial (55.0%) schools' respondents. This may be due to the small number of new teaching staff who had been appointed recently to agricultural schools. It is worth mentioning again that the ATD was closed in 1987.(5) Moreover, there is no agricultural institute for preparing qualified instructors which corresponds to the new industrial one.

If we make a comparison between the qualified and unqualified respondents according to their ages we find the percentage of qualified teaching staff has increased recently, particularly in the age - range of -30 years (54.5%). This fact may be due to:

1. The opening of new specialist departments to prepare qualified vocational teaching staff, in the mid - 1970s;
2. The policy of not appointing holders of the VS Certificate unless absolutely necessary.

Another fact which appeared in the information collected for this study was that only 17.7% of the academic teaching staff in Iraqi vocational schools are qualified. This small percentage reflects the EVE dependence on the non-educational colleges for its supply of teachers. This 82.3% of academic and 57.9% of vocational subjects teachers

who are unqualified presents a serious picture and indicates the size of the problem with which the teaching staff are faced.

7.2 Survey No.2 (Supervisors and Principals)

This survey was concerned with the attitudes and opinions of supervisors and principals of VSs in Iraq, who are regarded as partners of teachers and instructors in their professional work, and whose responsibilities can be characterised as follows:

1- Recognising the weaknesses of teaching staff and helping them to improve themselves;
2- Administration: these principals and supervisors are directly in charge of the teachers and instructors;
3- Mediation between the central educational administration on the one hand and the teachers and instructors on the other.

The views of principals and supervisors are considered to be as important as the information provided by Survey No.1. In the light of the above roles 26 forms were distributed to the principals of the VSs whose teaching staff had been chosen as the sample of Survey No.1. The response was found to be 100%.

In addition, another 25 forms were distributed to supervisors working in the EVE. These 25 professionals were involved effectively in the supervision of their respective schools. However, only 16 (64%) forms were completed and returned. (See Table 7.2).

It was found that the male participants constituted

71.4% of the sample of principals and supervisors, while the female participants constituted only 28.6%, indicating that males predominate in these ranks. (See Table 7.2).

Table 7.2 Distribution of Group 2

1. By Job Responsibilities	No. of respondents	% of the total sample
Supervisor	16	38.1
Principal	26	61.9
Total	42	100.0
Sex		
Male	30	71.4
Female	12	28.6
Total	42	100.0
Highest Qualification		
Preparatory Certificate	2	4.8
Diploma	5	11.9
B.A.	8	19.0
B.Sc.	25	59.5
Master's degree	2	4.8
Total	42	100.0
Length of Teaching Experience		
Less than 4 years	2	4.8
5-9 years	2	4.8
10-14 years	13	31.0
15-19 years	8	19.0
20 years & over	17	40.5
Total	42	100.0
INSET Experience		
Took one course	8	19.0
Took two courses & over	8	19.0
Had no INSET	26	61.9
Total	42	100.0

As regards qualifications, it was found that 59.5% of the sample were graduates with B.Sc. degrees, reflecting the

nature of VE in Iraq. This is in addition to the requirement of a first degree of Bachelor for occupying an administrative post such as supervisor or principal. 19% of the sample held a B.A. degree, while 11.9% held a Diploma, 4.8% held a Preparatory Certificate and another 4.8% held a Master's degree.

A comparison between the supervisors and principals as regards qualifications, showed that the supervisors were better qualified than the principals. (See Table 7.3).

Table 7.3 Qualifications of Supervisors and Principals

	Prep. C. %	Dip. %	B.A. %	B.Sc. %	Master %	Total %
Supervisors	-	12.5	18.8	62.5	6.3	100.0
Principals	7.7	11.5	19.2	57.7	3.8	100.0

In addition to the above , appointment to the post of supervisor and/or principal is also governed by length of teaching experience. This explains the results seen in Table 7.4, where about 60% of the sample have experience of 15 years or more and 31% have experience of between 10 and 14 years.

These phenomena can be viewed from the following angles:

1- The negative angle: The applied requirements for occupying such posts -in particular supervisors' posts- prevents the highly qualified, the innovative and the highly proficient from applying their self-developed

expertise to the improvement of their educational administrative work.

2- The positive angle: Due to the fact that these promotion requirements favour applicants with longer rather than shorter experience, the present system avoids the inefficiency caused by the latter applicants' inexperience and mistakes.

It can be noted from Table 7.4 that the length of teaching experience of supervisors exceeds that of principals.

Table 7.4 Supervisors' teaching experience

	-10 Years		10-19 Years		20 & Over		Total	
	No.	%	No.	%	No.	%	No.	%
Supervisors	-	-	8	50.0	8	50.0	16	100.0
Principals	4	14.4	13	50.0	9	30.6	26	100.0
Total	4	9.6	21	50.0	17	40.5	46	100.0

Table 7.5 shows the experience of personnel/educators in the fields of both administration and supervision. The group which has less than 10 years of experience is the largest, representing 85.7% of the sample. This can be explained by the following factors:

1- The announcement and establishment of the EVE in 1975, which was followed in the same year by the formulation of Law No. 198 establishing the EVE.

2- The increase in the number of students admitted to VSs since 1975.

3- The employment of further staff as a direct result of

the second development.

Table 7.5 Educators' Experience in Administration and Supervision

Experience	Administration		Supervision	
	N	%	N	%
1 - 4 years	12	46.1	7	43.8
5 - 9 years	12	46.1	5	31.3
10-14 years	2	7.7	3	18.8
15-19 years	0	0.0	1	6.3
Total	26	100.0	16	100.0

The above three factors caused the EVE to change some of the staff job titles to 'supervisor' and 'principal'.(6)

Table 7.2 also shows that of the 38% who had attended INSET courses in the previous five years, 19% had attended INSET on one occasion, 19% had attended two or more courses, while approximately 62% of the sample (principals & supervisors) had not attended any INSET courses within the previous 5 years. This might have been because of one or more of the following causes:

1- Some of this group may have believed that it was unnecessary for experienced persons such as themselves to take refresher courses;

2- Their administrative and supervisory duties required them to be in their respective places of work;

3- Family commitments and age;

4- The lack of training opportunities which the supervisors and principals believed would be suitable for them;

5- Lack of confidence in their replacements while absent.

Nevertheless, it was found that a certain number of the principals and supervisors had participated in one or more (even as many as seven) INSET courses.

7.3 Survey No.3 (Lecturers on INSET Courses)

As was indicated at the beginning of this chapter, the investigator thought that lecturers on the INSET courses should be given the opportunity to express their opinions, as it seemed that this group would have plenty of information and opinions to put forward, through their practical role in lecturing on such courses and more importantly, the involvement of some of them in the planning of these courses.

Due to these important considerations, 25 forms were distributed in a random manner. 20 (80%) forms were completed and returned.

From a view of all the samples taken for the study, it was found that most of the lecturers were from the Central Educational and Vocational Administration in Baghdad, which comprised 40% of the total respondents. In second place came the teaching staff from the VSs. (See Table 7.6).

Table 7.6 Distribution of Group 3 (The Lecturers)

1. By Type of Work	No. of respondents	% of the total sample
Vocational Schools Cadre	7	35.0
Ed. & Voc. Administration	8	40.0
University/College & Institute	3	15.0
Supervision Office	2	10.0
Total	20	100.0

Table 7.6 continued

2. By Sex		
Male	18	90.0
Female	2	10.0
Total	20	100.0
3. By Length of Teaching Experience		
Less than 10 Years	2	10.0
10-14 Years	5	25.0
15-19 Years	4	20.0
20 & over	9	45.0
Total	20	100.0
4. By Length of Teaching Experience on INSET Activities		
Less than 5 Years	10	50.0
5-9 Years	3	15.0
10-14 Years	4	20.0
15-19 Years	2	10.0
20 & over	1	5.0
Total	20	100.0
4. By Subjects in which the Lecturers had Trained		
Educational Subjects	5	25.0
Science Subjects	1	5.0
Industrial Subjects	5	25.0
Commercial Subjects	1	5.0
Agricultural Subjects	7	35.0
Humanities Subjects	1	5.0
Total	20	100.0
5. By Highest Qualifications		
Preparatory Certificate	1	5.0
Diploma	1	5.0
B.A.	2	10.0
B.Sc.	6	30.0
Master's Degree	2	10.0
Ph.D.	8	40.0
Total	20	100.0

The lecturers from universities, colleges, and institutes represented only 15%. Another 5% were members of the supervisory group. Male predominance was evident, with 90% males and only 10% females (See Table 7.6). This may be attributed to the following reasons:

1- The small number of females involved in the Central Educational Administration and VSs Administration;
2- The small number of females involved in the Supervisory Committee, these numbering only 18.1% in 1989;
3- The opinion of the administration of the IAVD on women's family commitments;
4- Lack of high academic qualifications among women, such as Masters' and Ph.D. degrees.

Table 7.6, in charting the length of teaching experience of the lecturers in education generally, shows that 90% of them had had experience exceeding 15 years. This indicates a lack of young lecturers who would be likely to have the innovative ability to work in modern scientific fields. This lack of young lecturers requires consideration.

These phenomena are to be expected, as the previous Table showed that the majority of the lecturers on INSET courses are from the Educational Administration which draws up and manages education policy, and are usually of the older generation.

Table 7.6 is also concerned with participation in INSET activities (e.g. lecturing). It shows that only 5% of the lecturers had had 20 years' or more experience in this field. In contrast, the majority had had five years' or less experience in this field. This is an indication that training activities have been increasing in the last few years in accordance with the new education instructions which emphasise the importance of, and the need for, participation of teaching staff in one training activity at

least once every five years. (7)

Regarding the nature of the recent courses, which combine both qualifying and refresher courses, 25% of the lecturers who were questioned had specialised in educational subjects. (See the same table).

However, those who had specialised in agriculture constituted 35%. The language and scientific courses were not widely available, which may be due to the poor organisation of cultural, scientific and humanities courses by the organising bodies.

In their replies about their qualifications 40% indicated that they had a Ph.D. degree. This is a good standard of qualification which confirms their position as lecturers from the science point of view. After the Ph.D holders the next biggest group were those with a Master's degree, who comprised 30% of the total. Only 10% of the lecturers had qualifications lower than a Bachelor's degree. (See Table 7.6).

7.4 Survey No.4 (Group doing INSET course in Baghdad) (8)

This study aimed to give a correct picture of the in-service training in the EVE, throwing light upon all the aspects and venues, in order to give a true idea of all in-service activities. Thus, the investigator while in Iraq during the period of field study investigated a group doing an INSET course in Baghdad for a period of one month commencing 26 November 1988. A questionnaire was distributed which was prepared beforehand in Britain and

consisted of three separate parts. These parts were: (a) Questions before commencement of the course. (b) Questions at the end of the course. (c) Questions after the course ended

Part One of this questionnaire was distributed to trainees on the second day of the course. 19 of the questionnaires were distributed to 19 participants. 16 of these were completed. When completed later, the third part of the questionnaire was sent to both the local and English address of the investigator.

Part One's objective was to know and examine the following matters:

1. How the trainees had been selected for the course and who was responsible for this operation;
2. Whether or not the trainees had had any information about the INSET course's aims and content before commencing training;
3. What benefit the trainees were expecting and who would benefit.

The **objectives of Part Two** were to know:

1- The nature of the course and its relevance to the trainees' needs;
2. The positive and negative aspects of the course and also the trainees' suggestions for future improvement of the course;
3. What ambitions the trainees had as a result of doing the course, with reference to their school work.

Part Three's aims were:

1. To know what the trainees have done about their ambitions which had arisen as a result of the course;
2. To ascertain the reasons which had prevented the team from carrying out their acquired skills and teaching information;
3. To know whether the course had made a change to the trainees in terms of knowledge, understanding, practical skills and/or teaching methods;
4. To know to what extent the trainees had communicated the information and skills they had gained, to their colleagues.

It is worth mentioning that the investigator participated actively in lectures and other INSET activities, documenting these activities by video cassette.

All the respondents were instructors in industrial subjects. 12 (75%) were male, only 4 (25%) female. 3 (18.75%) were from Nineveh province, 6 from AL-Ta'mim, 1 from Babylon, 1 from Dilyala, 1 from Salahiddin and 2 each from Kerbela and Baghdad provinces.

10 (62.5%) of them had a Diploma Certificate, while 6 (37.5%) had the Preparatory School Certificate. In respect of their length of teaching experience, 2 (12.5%) had taught for less than 1 year while 12 (75%) had taught for 1 to 2 years, and only 2 (12.5%) had between 5 and 9 years' teaching experience. This fact points to all of them having been appointed after 1981. 13 (81.3%) of the respondents were in the age -range 20-29 years. The rest were aged from 30-39.

12 (75%) of this group had been chosen by the Central Administration, and 4 (25%) had come of their own will. 10 (62.5%) of them had no pre-information about their course's aims, neither were they consulted about this beforehand. Only 6 (37.5%) had received some information.

All the respondents believed that as a result of attendance on this course, it would benefit them and their schools. 10 (62.5%) of them expected that they would receive up -to -date information about their own subject. Only 2 (12.5%) were confident that their academic and practical competency would be improved so as to improve, in turn, the standard of their academic students. 3 (18.8%) stated they thought the course would foster new skills through the exchange of the trainees' experience. 2 (12.5%) others thought they would receive a special certificate.

Many others commented as follows:

1- "I have difficulties in understanding the subjects which are to be taught, including some of the foreign concepts";
2- "Circumstances and family commitments will make it difficult for me to attend the whole course";
3- "The allocation of time for the course is too short";
4- "The maintenance money is not enough to live on and to pay all the expenses in the Baghdad area";
5- "Only partial benefit will be gained."

Part Two:

The positive aspects of this course from the point of view of the respondents, were that it offered:

1- An opportunity to repeat what was taught on the pre-service course; (5 respondents)

2- An opportunity to improve academic knowledge; (6 respondents)

3- Help in developing teaching methods; (6 respondents)

4- Help towards solving the problems of students' disciplinary needs; (2 respondents)

5- Renewal and refreshing of knowledge; (2 respondents)

6- An opportunity to acquire new skills; (2 respondents)

7- Evaluation of the self-teaching method of education; (1 respondent)

8- Additional momentum to progress in teaching; (1 respondent)

9- Introduction to new friends and colleagues; (1 respondent)

10- The opportunity for a free and frank exchange of views; (1 respondent)

11- An atmosphere for democratic spirit to dominate the relations between the trainees and trainers; (1 respondent)

12- Exposure to new education techniques; (2 respondents)

13- The chance to see new teaching aids; (2 respondents)

14- The opportunity to learn about new scientific developments and have the accompanying technology demonstrated; (1 respondent)

15- The chance to acquire new information on teaching methods as well as on psychological health. (2 respondents)

The problems preventing the trainees from applying the acquired knowledge from the INSET courses were:

1- No remembrance of the course, due to the fact that trainees did not record anything in writing;

2- School administrations did not encourage the trainees to apply their acquired information;

3- The subjects taught by the trainees were changed after their return from the INSET course;

4- The scarcity of equipment and teaching aids needed by the trainees;

5- The teachers were engaged in the industrial production side as well as delivering extra lectures;

6- Schools' principals rejected the requests of trainees to visit and exchange their experience with other colleagues;

7- The trainees faced new problems not envisaged by the INSET course.

in answering in regard to the question ,"Has the course made any difference in the areas of trainees' knowledge, understanding, practical skills or teaching methods?" 14 said yes, the course had made changes in their teaching methods; 6 said that their knowledge had improved; 4 said the course improved their skills, but only 1 said it was effective in terms of understanding.

The responses of the trainees to question 3 of Part 3 can be summarised as follows:

1. 7 said they had no opportunity to pass on anything they had gained from the course because of different reasons

that prevented them from communicating the information to their principals and/or colleagues. These reasons could be interpreted as follows:

a) The principals were opposed to these new changes;

b) The principals' main concern was with administration inside and outside the VSs;

c) Colleagues were too busy carrying out their duties and taking extra lessons;

d) Teaching aids and other equipment were non-existent, even though the trainees needed them.

2. Some of the 9 respondents did pass on to their school principals as well as to their colleagues, something of what they had learnt. Some also suggested certain changes such as holding shorter INSET courses, or setting up demonstration lessons in their own classroom or school.

References and notes to Chapter Seven:

1. Ministry of Education (1985), op. cit. p.63

2. Ibid p.62

3. Ibid p.61

4. Ibid p.110

5. Hassawi, K. S. and Aziz, S. K. (1988), op. cit. p.9.

6. It is important to note at this point that the job of principal is not considered to be promotion because it brings no increase in salary. Therefore most qualified teachers have refused to take up this position.

7. Ministry of Education (1985) op. cit. p.192.

8. Because of the small size of this group, and relatively small amount of data produced, the results of this survey are given here, rather than in a separate chapters.

Chapter Eight

Analysis and Interpretation of Data (Background)

8.1 Pre-service courses

All of the respondents in Survey No.1 were asked to give their opinions on, and attitudes toward the curricula and the study plans adopted by the Iraqi establishments which have the responsibility for preparing and training teachers and instructors.

More than two-thirds [over 66.6%] of the respondents supported both Items No.6 and No.9, which concentrated upon the need for more practical education. (See Table 8.1).

Item No.6, 387 (78.2%) indicated that to be helpful these programmes needed to include more pedagogy and teaching methods. From this high percentage it could be concluded that all the preparation, the training colleges and institutes (even the educational ones) are inadequate, and that when planners set up programmes they need to be more careful. The prime reasons for this problem may be:

-the ideas behind the plans and programmes themselves;

-the scarcity of training staff who specialise in pedagogy, and teaching methods.

Neima (1982) in his study pointed out that "the Colleges suffer a clear shortage of specialised teachers in methodology." (1) Document No.6 of 1985 pointed to similar deficiencies. (2)

Table 8.1

Opinions of Teachers and Instructors on Pre-service Education Courses

A- Opinions of Respondents Items, ranked in order	No. ticking this, out of 495	% ticking this, 495=100%	
6. More pedagogy wanted	387	78.2	over 2/3
9. Longer teaching practice period wanted	340	68.7	
3. More Educational Psychology wanted	246	49.7	between
1. In general the courses are below expectations	239	48.3	40 & 50%
7. More education in specialist teaching subjects wanted	231	46.7	
8. More observation of lessons wanted	212	42.8	
10. Too much to do in too little time	157	31.7	between
11. Leave observation and teaching practice for special INSET courses	122	24.6	20 & 30%
2. More Educational Philosophy wanted	110	22.2	
4. More Educational Sociology wanted	65	13.1	less than
5. More Educational History wanted	17	3.4	20%

B- Comments and Suggestions of Respondents (*)	No.
1. The admission qualifications adopted by pre-service courses need to be comprehensive.	15
2. Changes in syllabuses should be made.	11
3. It could be difficult leaving observation and teaching practice to be covered later by a special INSET programme.	10
4. There is bad communication and interaction between teaching staff and students.....	9

(*) The words differed but the points that were made by the respondents were similar.

The second-highest percentage of 68.7% represented those respondents who considered that the teaching practice period needed extending beyond the present limit of 4 weeks allowed by the Colleges of Education and Vocational Teachers Departments which do give their students the opportunity to practice in vocational schools. The administrations of these schools do not welcome warmly students who wish to do practice in them. As Neima (1982) stated, these school

administrations often give student teachers a cold reception. He added that the length of the "teaching practice" is short, and he also found that the "techniques of evaluation did not give satisfaction to more than 7% of the student teachers." (3)

In respect of the pre-service courses and their duration, various educational experts interviewed by the investigator pointed out that training period is too short and the objectives of the courses confused.

Abdul Wahad in 1987, in her Ph.D thesis, stated that the practical side of training was ignored generally resulting in poor teaching ability in graduates of the ITD. This she said was because of the lack of specialist educators, the majority of staff being engineers and regarded as unqualified teachers, (4) This meant, in her opinion, that the information they imparted to their students was incomplete, flawed, and caused difficulties later in the professional life of teachers.

We move on now to the second group of statements, which were supported by half [40 to 50%] of the respondents, these statements being Items 3,1,7 and 8. It seems that 246 (49.7%) of respondents desired to solve their classroom management problems by taking more Educational Psychology within their pre-service course.

239 (48.3%) of the respondents stated that the course they attended was below their expectations. This percentage supported the criticisms of the present situation in

general. It could be said that this part of the study confirm that the syllabuses are unhelpful to the students, lacking the correct diagnoses of the problems which confront them. For this reason they cannot acquire the needed teaching skills to be applied scientifically and positively to the teaching profession.

231 (46.7%) of the sample requested that more care should be taken of their special subject training in the pre-service course. This criticism can be interpreted along the following lines:

1- The pre-service courses place too much emphasis upon academic subjects at the cost of the practical side of the training, which seriously affects the practical abilities of future teachers;
2- The programmes do not meet the real needs of the teachers and schools;
3- Poor teaching methods are adopted by teaching staff on account of some of the pre-service courses; (5)
4- Unsatisfactory communication and interaction exists between teaching staff and student teachers as a result of the dictation method of teaching. There is also a serious weakness in the common human relationship between the two, there being no social contact outside the classroom. (6)

The respondents criticised the observation of lessons in pre-service courses, some 212 (42.8%) pointing out that an overall plan was needed in order to make this exercise really effective. According to Abdul Ridha in his 1982

thesis, the period of observation and teaching practice needed proper guidelines to make them more useful. He also emphasised the importance for the students of increasing the visits of supervising university staff during this period of their training, and he therefore recommended strongly that the period given to the preparation should be extended.(7)

Items No.10, 11 and 2 gained the agreement of approximately one quarter (20 to 30%) of the respondents. The complaint by 157 (31.7%) of the sample that the pre-service programmes gave too much to do in too little time, is completely consistent with the result of Abdul Wahad. In her Ph.D. research she suggested a one-year extension period in order to overcome this problem.(8) Many other interviewees in this study mentioned that some 200 additional hours were already in existence on pre-service programmes of VTDs, which is 200 more hours than those given on other colleges' programmes. These experts attributed this overload to the student teachers' need of a certificate to cover both engineering and teaching. Therefore the interviewees recommended that the extension of this period be accepted by adopting the "succession system" of teacher training. This would mean that the fifth year of training would consist of practical and professional subjects. This suggestion had already been given strong approval by Document No.6 of 1985. (9) What was clear in the situation viewed in this research was that the planners were unsuccessful in attempting to set up a programme offering a balance between subject content and pedagogical skills in

the time allocated.

122 respondents (24.6%) welcomed the idea of leaving the observation period until later on, i.e. until the INSET courses. However 10 respondents commented that it would be difficult to leave this period until the INSET courses. Possibly, there are two reasons for this:

1- Administrative practices militate against it. The teaching certificate requires that teaching practice should follow very quickly after graduation for the graduates to be quickly assimilated into the profession;
2- Technical and science graduates would not be able to apply their subject knowledge and educational theory in their initial period of teaching without this practice.

In answer to a question asking respondents' opinions on which further subjects in the training programme needed more time and attention given to them 110 (22.2%) named Educational Philosophy, 65 (13.1%) pointed to Educational Sociology, and 17 (3.4%) specified Educational History. Taking all these percentages into account, it is clear that the 8% of educational subjects presents a problem in pre-service training at present. This was confirmed by the various experts interviewed by this investigator in Baghdad. Moreover, these replies were consistent with the findings of Neima in 1982, which stated that educational and psychological subjects alone were insufficient and that the textbooks were not of a high enough standard for the students' needs. (10)

The respondents by their comments have recommended the

addition to the syllabus of the following areas in which trainee teachers should be prepared: the use of teaching aids, educational guidance and counselling, assessment and evaluation, school administration, the books prescribed for VSs, psychological health, and educational planning.

In addition, 15 of the respondents stated that the admission qualifications for pre-service courses, which depend upon examination results, need to be more comprehensive, for at present they force students into certain channels against their wishes, causing resentment particularly because these constraints reflect negatively upon teachers' abilities.

Statistically significant differences were found among the respondents according to their provinces, in the four Items 1, 2, 8 and 9 at levels $P<.001$, $P<.02$, $P<.001$ and $P<.001$ respectively.(See Appendix 8.1). Yet the percentages indicate only strong differences within Item 9 (Longer teaching practice needed), and Item 8 (More observation of lessons needed). These comparisons showed a better situation in the Baghdad area, where the best conditions exist for considering the applications for teacher-training and for the supervision of student teachers due to the facilities from the universities and institutes.

It also seemed that the respondents from Thi-Qar province were more vocal in pointing out the faults of the pre-service programmes, which means that the planners must give more care to the problems of teachers by tackling the pre-service deficiencies through the INSET courses.

With regard to the opinions of supervisors and principals (Group Two) regarding the pre-service courses, the investigator thought it useful to make a statistical comparison of their answers to the same question, and the answers of Group One. So from the information in Appendix 8.2、it can be said that with crosstabulation of these two groups on 11 items of the questionnaires, no significant difference exists between them.

64.3% of Group Two pointed out that supervisors and principals should be consulted about content, length, and other aspects of pre-service courses, while 57.1% stated that the courses were overcrowded and that there were not enough lecturers to cover the large number of students.

At the same time, 31.0% agreed with the suggestion that the courses should remain the same length and that certain subjects (deeper theoretical matters) should be left for INSET courses. Only 9.5% said that the courses should be longer and cover all that they do now.

These above results show that regardless of the educational background or responsibilities of respondents, there was a remarkable similarity of opinion about pre-service courses. The analysis of this opinion and comments shows that many important points have been raised. Among these are the following:

1- Interviews of the prospective students by the TTE should use all various useful methods in order to discover the qualities needed, such as: (a) potential to teach the subjects; (b) aptitude for applying teaching methods; (c)

creativity and resourcefulness, (d) potential ability to evaluate pupils wisely; (c) ability to develop good personal friendships and relationships;

2- Students teachers should be free to choose the courses they desire.

Al Sahlani stated something similar when he said that entrance qualifications should be higher than at present so as to produce better teachers. Also, those responsible for choosing students must in future use better criteria. For example, there should be a testing of attitudes when interviewing prospective candidates, in order to choose the best. (11) In general, it could be said that the results of this part confirm that the syllabus is unhelpful to graduates, lacking the correct diagnoses of the problems which confront them. For this reason prospective teachers cannot acquire the needed teaching skills which would enable them to think scientifically and positively towards the teaching profession. A similar investigation by Bradley and Eggleston in 1974 yielded the result that five out of six probationers said that their college courses were of no use in practical terms, for they needed help with their teaching methods afterwards, only one probationer indicating that she had been adequately prepared for classroom duties. (12)

From all the information, suggestions, and comments mentioned above, it is suggested that the following 12 major principles should be taken into account by the planners of pre-service programmes, in order to solve present problems

and make the courses more effective. Each programme should

1- be based on sound theory;

2- follow a range of prespecified behavioural objectives;

3- meet the professional needs of trainees;

4- provide flexibility and diversity of options;

5- be orientated towards competence;

6- integrate theory and practice;

7- provide continuity of teacher-training;

8- foster self-development;

9- encourage research;

10- offer educational technology;

11- provide individual instruction;

12- use a multi- media approach. (13)

However, the results indicate that no type of pre-service education can prepare teachers with sufficient knowledge and skills, especially when confronted with a rapid increase of knowledge in the vocational studies areas and new developments in teaching procedures.

8.2 The Reasons for Becoming A Teacher or Instructor.

All the sample of Survey No.1 were requested to answer the question, "Why did you become a teacher or instructor?". The aim of this question was to gauge the sample's attitudes toward the teaching profession. From Table 8.2 it appears that 243 (49.1%) of the respondents had a strong desire to teach for its own sake, and in some had other strong reasons also, which were listed. It appears to the investigator that the reasons for these respondents' becoming teachers are covered by the following list of

Table 8.2
Reasons for Becoming a Teacher/Instructor

A- Opinions of Respondents Items, ranked in order	No. ticking this, out of 495	No. ticking this, 495=100.0%	
7. A strong wish to teach	243	49.1	over 1/3
3. Directed by Central Distribution System	235	47.5	
1. Family pressure	195	39.4	
8. Long holidays	157	31.7	approximately
6. Examination results	155	31.3	1/4
5. The job security	64	12.9	less than
2. Directed by school administration	35	7.1	20%
9. Change in career	29	5.9	
4. Salary	28	5.7	

B- Comments and Suggestions of Respondents (*)	No.
1. The legislation of the Central Distribution Office should be abolished.	27
2. The attitude of Iraqi families may be be changed towards the principle of employing females in the teaching profession.	21
3. There is a necessity for making fundamental modifications in the conditions of admission of students.....	16
4. I have been influenced by friends.	10
5. My family cannot afford the cost of studies required in order to follow other professions that I would like to.	10
6. Teaching suits best my sex and/or physical build.	9

(*) The words differed but the points that made by the respondents were similar.

considerations:

1- The wish to teach for its own sake.

2- All teachers are being paid 20 I.D. monthly above other pay rates, according to RCC (Revolution Command Council) Directive No.4 dated 2/1/1978; (14)

3- The long summer and spring vacations in the Iraqi school system;

4- Shorter working hours in the schools;

5- The supposed lack of responsibilities compared with other

jobs.

6- The belief that the school day allows for part-time work afterwards in order to earn more money. Al Sharaa in 1981 also pointed to this problem for 80.9% of his sample stated the same. (15)

Behind the "strong wish to teach" lie possibly one or more of the other reasons listed. For example, the investigator found that 243 chose teaching because of a "strong wish to teach", 157 (31.7%) chose teaching because of the holidays, and 80 of the 243 chose to teach for both reasons.

The second major reason was given by 235 (47.5%) respondents, who stated that they were directed into teaching by the Central Distribution Office (as mentioned in Chapter Two). This ensured that there was a balance of numbers in all public offices and schools, but it did not take into account the wishes of the graduates, or their suitability. Therefore Document No. 6 of the Ministry of Education of Iraq pointed out the danger to the whole education system and its standards which was posed by this arbitrary method. (16) It is worth mentioning that these 235 respondents did not necessarily represent those who had not wished to enter teaching. The investigator found 84 (34.6%) of them who had a strong wish to teach, which confirmed this cautious interpretation.

On the other hand, only 35 (7.1%) of the respondents reported that the vocational schools' administrations had

monitored them for their suitability to teach in this kind of job. This low percentage shows that the school administration had taken a secondary role. They should in time take a more active role than they have done so far, for they are fully aware of the students' attitudes and inclinations through their school records.

The third reason given was family pressure, which 195 (39.4%) of the sample responded to by becoming teachers. There is no doubt whatsoever that the traditional Iraqi family attitude played a major role in this matter. The Iraqi family believes that the most suitable job for a female is teaching. Reasons for this phenomenon could be

1- The shorter school day;
2- The work done in groups of females only;
3- The limited opportunity for contacts outside school, unlike in other jobs, and thus few possible contacts with males in general.

In checking their answers to discover whether the respondents really understood the terminology of the questions and whether they took the survey seriously, the investigator noted that of the 195 who ticked 'family pressure', 159 (81.5%) of them were females and only 36 (18.5%) were males. These figures confirm the investigator's interpretations.

155 (31.3%) of the sample stated that the deciding factor in channelling them into teaching was the results of examinations, whether or not they wished to be teachers. Despite this percentage appearing only 5th in rank

importance on the table, there are indications that it may be the prime reason, because all the students before their results had had high ambitions for the future which were renounced after the results were known. This was necessary because the instructions from the Central Admissions' Office rely heavily upon the examination results in allocating the students among the higher education colleges and institutes, and the students have no choice but to comply with these instructions.

Only 28 (5.7%) of the sample indicated that the level of salary offered by the EVE was the incentive behind their choice of teaching. This small percentage indicates that some realised that the salary scale offered by the EVE was better than in other fields, in accordance with Civil Service Law No. 24 of 1960 amended by the directive of the RCC No.1118 1980.

64 (12.9%) of the sample indicated that job security was the reason they had become teachers. This low percentage may be because the Iraqi system ensures that there is opportunity for all graduates to find employment, at least up to now.

29 (5.9%) had become teachers in order to change their careers. This indicates the competition which exists between the VE sector and the general job market. The latter has more ways then the former of giving incentives to their people.

It is to be hoped that the Iraqi family will change its traditional attitudes to female members becoming teachers in

the future; but in the near future the method of choosing students for higher education will remain the same, especially the heavy reliance on examination results.

Many of the respondents said they believed that Iraqi family attitudes would change, since families have now accepted the principle of co-education among teachers as a first step towards this goal. In addition, 16 of the respondents confirmed by their comments that it is necessary to make modifications to the basis of admission observed by the TTEs. The respondents appealed for the discontinuance of the current practice of the Central Distribution Office in allocating jobs to graduates.

With the help of chi-square, 27 significant differences were found 45 relationships among the respondents according to the 5 independent variables with the 9 statements mentioned above. (See Appendix 8.3, Tables 1, 2, 3, 4, and 5) The following relationships are considered as important ones because of the strong differences between them, and in the actual sizes of the percentages. However,

- Item 1, 'Family pressure' had more effect on those from Baghdad and Nineveh provinces, females, those teaching commercial subjects, and those with Bachelor degrees, at level of $P<.001$;
- Item 3, 'Directed by Central Distribution system' had more effect on those teaching industrial subjects and on those with less than 10 years of teaching experience at level of $P<.001$;

- Item 6, 'Examination results' had more effect upon those in agricultural subjects and upon those with more than 10 years teaching experience, at levels of P<.02 and P<.001 respectively.

8.3 Probationary Year

The instructions concerning the probationary year have been approved by the education system. But they have never been implemented, in spite of the many studies criticising the present arrangements, whose inadequacy is confirmed by Table 8.3, which shows that 373 (75.4%) of the respondents saw the probationary year as ill-suited to meet the needs of the system, it being regarded as a mere formality or marginal period in in-service. Therefore a complete revision of this period and the attitudes towards it are needed. Its inadequacy can be demonstrated by the fact that 197 (39.8%) of the respondents pointed to the shortage of equipment, materials, books,..etc. which probationary teachers need in order to do their job more effectively.

234 (47.3%) of the respondents stated that in order to change this negative aspect, TTEs should be invited to play a more effective role by following up the new teachers while they are involved in their work.

85 (17.2%) of the sample felt that this year should be part of their pre-service training and contribute towards their degree. 24 respondents commented on the difficulties which would be met in attempting to make this change, namely administrative hindrances. These comments were consistent with the views of those people interviewed by the

Table 8.3

Opinions of Respondents on their Probationary Year

A. Opinions of Respondents Items, ranked in order	No. ticking this, out of 495	% ticking this, 495=100.0%	
6. The period was considered as only a formality and therefore it needs improvement	373	75.4	over 3/4
4. There is a need for follow-up from teacher-training establishments	234	47.3	nearly 1/2
5. There was difficulty getting books, materials, equipment	197	39.8	over 1/3
7. The year should be part of the teacher-training courses, contributing to the award of the degree	85	17.2	less than
2. There was enough help within the school	64	12.9	20%
1. In general the arrangements for this year were satisfactory	54	10.9	
3. There was enough help from supervisory staff	41	8.3	

B. Comments and Suggestions of Respondents (*)	No.
1. The idea of considering this period as part of the pre-service course faces many difficulties.	24
2. I did not know about a period called the 'probationary year	13
3. It is helpful to have one staff member as a personal tutor, to help each probationary teacher.	12
4. It would be helpful for me to observe other experienced teachers, and also other schools at work.	11
5. I would like to do less classroom work than the experienced teachers.	11

(*) The words differed but the points that were made by respondents were similar.

investigator.

Another 13 respondents commented that they had known nothing about this period at all. This indicates strongly that this period is suffering from neglect. It could be described as only 'ink on paper', for it is not given the care it merits. On the other hand, over 40 (8.3%) of the sample reported that in their probationary year they had received help from their supervisory staff. Moreover, 64 (12.9%) of them said that in this year they had received help within the VS. 54 (10.9%) said that in general the

arrangements made for them were satisfactory.

12 of the respondents commented that it would be helpful to have one person (a teacher-tutor) on the staff of the VS who would be officially appointed to help them. At the same time, 11 more said that they needed other opportunities to meet experienced teachers in school and also to see other schools at work. This latter is consistent with Joyce (1980) who pointed out that:

> **"Teachers believe that the major help they received, when they began to teach and were oriented to their present roles, and later in helping them to maintain and improve their present skills, was delivered by other teachers."** (17)

In the present study 11 respondents said that they felt they needed less time in the classroom and a lighter teaching load than experienced teachers.

Crosstabulation between respondents' answers on these seven items by three independent variables was done in order to discover if there were any significant differences. It was discovered that in all 21 crosstabulation relationships only 5 showed significant differences. (See Appendix 8.4, Tables 1, 2 and 3) So it can also be said that the results in all the rest of the relationships showed no significant differences, which leads the investigator to indicate that Group One's respondents, irrespective of their independent variables selected, showed markedly similar opinions about the probationary year. However, the teachers of agricultural subjects and those who had more teaching experience had faced less difficulty than those teaching other subjects in

getting books and other educational materials and equipment, at level of P<.02 and P<.01. (See Appendix 8.4 Table 1 & 3)

It seems that those with more teaching experience were more satisfied with the arrangements for the probationary year, than were their colleagues with less than 10 years' experience, at level of P<.04.

Table No.8.4 presents the opinions of Group No.2 about the probationary year which are comparable with the opinions of the teachers and instructors shown in Table 8.3. However, 69.0% of the supervisors and principals group agree with the statement presented as Item 3, which confirms that the administrative and other demands on time make it hard for a principal to supervise and help probationary teachers and instructors. And 57.1% respondents agreed that the supervisor faces the same problem. A high percentage - 83.3% of Group 2 - said that every school should have a senior teacher with special responsibility for supervising and helping probationary teachers. This result is consistent with the recommendations of the Ministry of Education (1981), which was intended to change the basis of the Iraqi educational system, in order to supervise and help teachers in their probationary year. (18)

In regard to the relationship between Groups No.1 and 2, it was found that there were no significant differences between them in their agreement with the following statements:

a) The probationary period is considered as only a formality and therefore needs improvements;

Table 8.4 Opinions of Group No.2 on the Probationary year

Items, ranked in order	No. ticking this, out of 42	No. ticking this, 42=100.0%	
5. Every school should have a senior teacher with special responsibility for supervising and helping probationary teaching staff.	35	83.3	over 2/3
2. The probationary year is at present only a routine, and needs some improvements.	31	73.8	
3. Administrative and other demands on time make it hard for a principal to supervise and help probationary teachers and instructors.	29	69.0	
4. Administrative and other demands on time make it hard for a supervisor to supervise and help probationary teachers and instructors.	24	57.1	over 1/2
6. The TTEs should play a part in supervising and helping probationary teachers and instructors.	23	54.8	
7. The probationary year should be part of the teacher-training courses, contributing to the award of the degree	19	45.2	over 1/3
1. In general, the probationary year arrangements were not given sufficient thought	10	23.8	less 1/4

b) There is a need for follow-up of probationary teachers by teacher -training establishments.

At the same time there is a significant difference of $P<.01$ in regard to the statement that, "The year should be part of the teacher training course, contributing to the award of the degree." (See Appendix 8.5).

So from all these replies, comments and suggestions it can be said that:

1- the VSs' Administrations, Supervisory staff, and TTEs do not take it as part of their roles to help and follow up probationary teachers;

2- There is no tutor - teacher or any other person responsible for the welfare and monitoring of probationary teachers;

3- There is a serious lack of educational equipment, books..etc. which the probationary teachers need for performing their teaching tasks;

4- Probationary teachers take on the same workload as experienced teachers.

As a contrast, even qualified teachers in the U.K., so the James Report 1972 stated, "..should, in the first year at school, be given a light time table and be enabled to spend one-fifth of the teaching week in some kind of further training." (19) The same report stated that the teachers in this period " should be supported by specially appointed, professional tutors in the school." (20) This is because "the teacher should be aware of his successes or failures early enough so that he can develop his strengths and correct his weaknesses." (21)

8.4 Supervising and Helping Teachers and Instructors

VSs' supervisors and principals were invited to give their opinions on seven statements related to the supervising and helping operation. (See Table 8.5)

With respect to the first statement, (73.8% the majority of the sample) said that the principals occasionally had time to observe the teaching of lessons, 11.9% said they rarely observed; 11.9 % said they often observed, and 2.4% did not answer.

Table 8.5 Opinions of Supervisors and Principals in Regard to Supervising and Helping Teaching Staff

A. Items, ranked, in order	No. & % ticking this, out of 42					
	Often		Occasionally		Rarely	
	No.	%	No.	%	No.	%
1. Principals have time to observe the teaching of lessons.	5	11.9	31	73.8	5	11.9
2. Principals have time to advise and help individual teaching staff, about teaching.	7	16.7	28	66.7	5	11.9
3. Supervisors know about the individual needs and problems of every teacher in their groups of schools.	4	9.5	19	45.2	15	35.7

B. Items ranked in order	No. ticking this, out of 42	% ticking 42=100%
4. Every school should have a senior teacher with special responsibility for supervising and helping teachers/instructors.	29	69.0
5. Teachers/instructors could be organised to help and advise each other	29	69.0
7. Teachers/instructors would admit teaching problems and needs if they knew they would get help, in school or from a course.	27	64.3
6. Teachers/instructors do not usually admit any teaching problems or needs.	16	38.1

With regard to their opinions on whether or not the principals had time to advise and help individual teachers and instructors in their teaching, 16.7% said "often", 66.7% said "occasionally", 11.9% said "rarely", and 4.8 % did not answer.

Only 4 (9.5%) of the sample indicated that the supervisors often knew about the teaching needs and problems of every teaching staff member in their group of schools, while 45.2% said "occasionally", 35.7% said "rarely", and 9.5% did not answer.

29 respondents (69%) welcomed the idea that every school should have a senior teacher with responsibility for

supervising and helping teachers and instructors. This percentage supported those (83.3%) of Group 2 who welcomed the idea of having teacher- tutors.

The same number, 29 (69.6%) agreed with the suggestion that the teachers/instructors should organise themselves to help and advise one another, for example observing one another's lessons; this would encourage other teachers to change and improve their style and teaching practice.

16 (38.1%) of the sample confirmed that teaching staff do not usually admit to any teaching problems or needs. But 64.3% said they would do so if they knew that they would get help from the course or school. This could confirm that there is a lack of confidence among teaching staff members, their schools' administrations and their supervisory staff.

8.5 Conclusion

1. Lecture and note taking methods are mainly used in TTEs and VTDs. These are theoretical in nature, providing factual information to students. These establishments do not use other innovative methods to teach their students, so the students cannot emulate their lecturers in order to improve their own teaching skills.

The methods used in these establishments are popular, but totally unsuitable for the needs of VSs in the new Iraqi educational system. So teachers and instructors turned out by these colleges are hindered by obsolete training methods;

2. From the findings it can be seen that most of the Institutions and VTDs pay insufficient attention to the conditions in schools where students do their practical

training, as well as to other conditions helpful to these students in making their practice more effective. In sending students to schools, the overriding principles seem to be the meeting of the schools' needs and the relief of staff shortages;

3. Most institutes do not allow their students to do preliminary practical training so depriving the students of this valuable early teaching experience which study evidence has recommended;

4. Many TTEs send their students out for only four to six weeks' experience in schools as a maximum, compared with other countries like the U.K., which sends out its students for 15 weeks in their 3-year programmes. This is counted as adequate by some. Others, however, have criticised the period of 4-6 weeks as too short even if taken all at once;

5. Training Institutes Philosophy concerning the standard of classes their students can teach is adhered to, so when the students are in training in schools they often have to take classes of a higher level than allowed by their colleges. This is unfortunate for it does not enable the preparation of the student teacher for what is to follow after pre-service training;

6. The student teachers' training neglects the vital role of non-teaching activities, which causes problems when full-time teaching, for they are not involved in non-teaching activities, so being deprived of the important skills in performing other roles professionally;

7. It can be also seen from the study that there is a lack

of supervision of student teachers by supervisors from the colleges and within the practice schools. The assessment of students is largely an unorganised hit-or-miss affair without logical planning and varying from college to college, thus complicating the comparison of students' performance;

8. The majority of colleges award students grades independent of the schools where they practice, and of students' self-assessments. This, of course, is inadequate for the needs of the profession, for it does not allow for a standard grading system uniformly applied throughout Iraq;

9. It is widely known that there is no proper working relationship between the EVE, and the TTEs, resulting in an ignorance of what each other is doing, and so impairing the improvement of the quality of teachers. This study reveals that there is no feedback from the vocational supervisors to the colleges and institutes about the performance of student teachers. If the EVE and TTEs co-operated properly there would be conditions for improving the quality of teachers and of education methods, fostering mutual understanding and with supervisors helping one another to achieve their goals. It has been said already that EVE supervisors should receive specialised training to help them understand the problems of teachers, which would bring about the necessary feedback to the colleges and a sharing of experience for the good of the profession.

The investigator, then, rejects the two working hypotheses with which he began, namely that:

a) the pre-service programmes were efficient generally, allowing students adequate teaching practice;

b) the supervisory method was adequate in the assessment of student teachers, giving maximum benefits to teaching practice;

10. The findings suggest that INSET programmes for practising teachers are required to keep them abreast of new developments in society;

11. It can be deduced that the majority of the reasons were other than an ambition to be a teacher/instructor, these being reasons such as 'Directed by Central Distribution Office'; (47.5%), 'Family pressure' (39.4%), 'Results of examinations' (31.1%), 'Long holidays' (31.7%).

So it is suggested that the conditions of admission to pre-service training should be revised so as to give students their choice in selecting colleges;

12. The first and second groups of the sample gave their opinions on the probationary year and from their responses, comments and suggestions it can be concluded as follows:

a- This year is at present treated as merely a formality in teaching life. More attention should be given to it, and a number of improvements made;

b- There are difficulties in getting educational materials at present- materials such as books and equipment;

c- There should be a complete overhaul of the probationary year, the supervision of which should continue from the pre-service and INSET activities. Follow- up is needed from the TTEs as well;

d- The supervisory and administrative staff, because of their heavy duties, find it difficult to follow up and/or help new teachers/instructors in the schools;

e- There is a serious need for senior teachers with special responsibility for supervising and helping the probationary year teachers, to be appointed to each VS;

13. In addition to the administrative demands there are many other hindrances which may prevent the vocational schools' supervisors and principals from carrying out their professional responsibilities, which they presupposed was what they had been appointed to do, that is, observing teaching of the lessons and advising and helping individual teaching staff about teaching or at least making themselves aware of the teaching staffs' needs and problems. The hindrances may be:

a- The inaugurating of many new vocational departments in the majority of VSs, which has caused confusion for the supervisors and principals in administering and supervising these schools;

b- The increase in discipline problems among the mixed-sex teaching staff themselves and/or between teaching staff and students;

c- The pursuit of the idea of productivity for schools, and the demands made of the schools' administrations regarding their commercial success or failure;

d- The inability of any qualified school administration to invest the time needed in scheduling and tabulating its duties within the time limits allocated.

References and notes to Chapter Eight:

1. Neima, A. H. (1982) op. cit. p.6.

2. Ministry of Education (1985), op. cit. p.128.

3. Neima, A. H. (1982) op. cit. P.8.

4. Abdul Wahad, S. A. (1987) op. cit. p.222.

5. Ibid, pp.221-224.

6. Ibid, p.223.

7. Abdul Ridha, A. B. (1982) op. cit. pp.104-105.

8. Abdul Wahad, S. A. (1987) op. cit. pp. 223-224.

9. Ministry of Education (1985) op. cit. p.173.

10. Neima, A. H. (1982) op. cit. p.4.

11. Al Sahlani, S. K. (1983), op. cit. p.39.

12. Bradley, H. and Eggleston, J. F., "Increasing our Awareness of Young Teacher's Problem" Trends in Education, Vol.4 December 1975. PP.12-17.

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14. Ministry of Education (1988) op. cit. p.8.

15. Al, Sharaa, S. A. (1981), "Problems of Admission and Preparation in Industrial Secondary School and Proposed Solutions." Dissertation of M.A, College of Education, Baghdad University. pp.92-93.

16. Ministry of Education (1985) op. cit. p.165.

17. Joyce, B. (1980) "The Ecology of Professional development" In Eric Hoyle et al (Eds) World Year Book of Education London: Kogan Page. p.24.

18. Ministry of Education (1981c) op. cit. pp.19-21.

19. Gordon, P. and Lawton, D. (1984), op. cit. p.148.

20. Ibid, p.92.

21. New York State Education Department (1952) The First three Years of Teaching. Promoting the Growth and Measuring the Effectiveness of the Beginning Teacher., New York: Albany, p.(i).

Chapter Nine
Analysis and Interpretation of Data
(Past Experience of INSET)

9.1 Introduction

The first purpose of this study was to describe the past and current INSET programmes in the field of vocational education in Iraq. Data for this purpose were collected in part one of Survey No.1 and the other questionnaires used in the study. This chapter describes INSET courses through the respondents' responses and their comments. Many educators were interviewed in the Baghdad area (See Chapter 11) and in this way assisted the investigator in drawing a picture of the current INSET programme.

In the previous five years (1984/5 to 1988/9) 64.8% of the sample taken (Group 1) had not attended any INSET courses, but it was found that in their professional lives a total of 51.9% had attended INSET courses - 32.1% one course, 12.9% two courses, and 6.8% had attended three or more. The reasons for this imbalance must be investigated in order to work out a participation list so as to rotate people and so avoid some teachers attending more INSET activities than others, and allow more teachers overall to attend. Such planning would avoid the above situation, where 51.9% had attended one or more courses and 48.1% had not attended any. (See Table 9.1). The average number of courses for each teacher/instructor in the sample was 1.7 within the whole of their career so far and 1.3 within the last five years.

Table 9.1 In-service experience of respondents

Experience of INSET (n=495)	No.	%
Some Experience	257	51.9
No Experience	238	48.1
Total	495	100.0

This expected situation forced the investigator into distributing the instruments of the study to all teaching staffs of the 26 vocational schools irrespective of whether they had done any INSET course or not. The following reasons may also justify this decision to distribute the questionnaire to all the sample mentioned above:

1. It could be the case that the majority who had not done INSET courses might desire to do one, in order to increase their skills and knowledge;
2. The investigator thought it useful to discover the reputation of INSET courses among those who had and had not done one;
3. The investigator wished to find out the reasons which might have prevented and were still preventing people from doing an INSET course.

In addition, it was hoped that those who had answered Surveys No.2 and No.3 would help the investigator by providing ideas specifically about INSET in the future, according to their experience and attitudes. Those who have already done INSET courses should be able to help by giving their views on past programmes.

The small percentage of those who had done INSET courses represents the scarcity of INSET opportunities -- especially for vocational education staff --which has prevented 48.1% of the sample from participating in any INSET course. Nearly 60% of all who had done INSET courses were male, and only 41.2% were female.

The investigator discovered significant differences (P<.001) with regard to the numbers of vocational school teachers who had attended INSET course in three locations, which were as follows: Nineveh 65% of these teachers, Baghdad 51.8%, and Thi-Qar 39.5%. (See Appendix 9.1). This may indicate that there are many reasons which prevent teachers from having balanced training opportunities. The difference between the high percentage in Nineveh and the low one in Thi-Qar may be on account of the differences in extent of teaching experience and in ages of teaching staff. The higher level of activity in the Nineveh schools' administrations also may be a cause.

In respect of variable no.3 (main subjects) a significant difference at level of P<.001 was found between respondents according to their 4 main subjects, which indicates that the industrial teachers and instructors had attended less INSET courses than their other colleagues in their teaching lives. Crosstabulation between respondents according to the independent variable of sex and qualifications did not reveal any significant difference. From the same Appendix (i.e. 9.1) it would appear that in general, there was irregularity of attendance by the

categories of length of teaching experience at the level of P<.001, and in particular, that nearly 60% of the sample in the category of less than 10 years of teaching experience had not attended any INSET course. On the other, hand 30.3% of those with 10 years and over of teaching experience had also not attended any INSET course in their professional career. This is despite the reasonable argument that the present unsatisfactory teaching situation in vocational schools and the constant changes occurring in the world of education and knowledge require teachers' regular attendance on INSET -at least once every five years- in order to increase, extend and modify their knowledge to improve their professional performance.

251 (97.7%) of the courses provided for the sample were taken within the country, and only 3.3% of the 257 were attended outside. This indicates the inability of EVE to obtain scholarships from other countries. From Table 9.2 it can be seen that the majority (73.5%) of INSET activities were organised by Central Administration directly (i.e. by the EVE) and 1.2% indirectly by the schools' administrations, while the Iraqi universities' and colleges' participation did not exceed 12%, and 13.6% were organised by other educational and non-educational bodies which are responsible for INSET activities. This picture reflects the inadequate participation of the schools' administrations, universities, and other educational and non-educational establishments. The latter bodies may be very important

contributions, particularly with vocational and technical subjects.

Table 9.2 Distribution of the INSET Courses' Organisers

The Organising Body (n=257)	No.	%
1. Central Administration (EVE)	189	73.5
2. University/College/Institute	30	11.7
3. Other educational body	24	9.3
4. Other non-educational body	11	4.3
5. School administration	3	1.2
Total	257	100.0

In respect to item No.2 in the table above , it was discovered that there was a significant difference between respondents in regard to their locations at levels of P<.01, which shows that the degree of participation of universities and colleges in Nineveh province in providing INSET courses was better than the other two areas selected. This relationship indicates that 24.4% of the respondents from Nineveh province had attended INSET courses run by universities and colleges, whereas only 6.9% and 4.1% in Baghdad and Thi-Qar provinces respectively, had attend such courses.

In the investigator's opinion, some reasons for this are contained in the EVE policy itself, and some are external to EVE, but in general this position can be attributed to:

1. The belief of EVE that the best place to hold INSET activities is the IAVD, in order to meet the trainees'

needs. This could be because of a desire by EVE to control the trainees directly;

2. A lack of INSET opportunities and the cultural seasons (projects) which should be organised by colleges and other educational and non-educational organisations;
3. The inability of the vocational schools' administrations to organise separate courses because of: first, the scarcity of technical and financial abilities; and second, the facts that EVE does not allow school administrations to set up INSET activities independently;
4. Weak co-ordination and co-operation between the EVE and other bodies, causing confusion among the latter with regard to teaching staff needs in training. It is worth mentioning that the majority, i.e. 10 (76.9%) of the experts and representatives of the VTDs who were interviewed in Baghdad by the investigator confirmed that this weakness in co-operation was considered the prime reason. Therefore they recommended active representation of schools' needs by the setting up of committees which would include experts in the field, to plan and run pre- and in-service courses;
5. There are not enough qualified training leaders who have the ability to organise and set up INSET courses throughout Iraq, near the teachers' places of work.

17 (6.6%) of the respondents indicated that the INSET courses they had attended were less than one week in duration, 58% indicated between one week and less one month;

31.5% between one month and less than three months; and 3.9% said their course(s) had been more than three months. (See Table 9.3). However, on another question, 52.3% of the respondents believed that the courses they had attended had not achieved their aims, because of their short duration. Many others commented that the planners should take into account that there is a relationship between the types of courses, nature of trainees and size of INSET programmes. Perhaps those who said that the courses were too short forgot to say that this was because they were too intensive and attempted to provide 'refresher' training and further qualifications at the same time. However, the majority of the sample had attended courses of short duration, i.e. of less than one month's duration. Longer courses attended were qualifying courses of one kind or another and such courses need to be of longer duration to ensure qualification and to establish a standard of attainment.

Table 9.3 Respondents by Length of Courses.

Lengths, ranked in order of no. of teachers attending.	(n=257) No. ticking this, out of 257	% ticking this, 257=100%
2. One week to less than one month	149	58.0
3. One to three months.	81	31.5
1. Less than one week.	17	6.6
4. More than three months.	10	3.9

9.2 Types of INSET Courses:

Those respondents who had done INSET courses were required to say whether the courses were qualifying or

refresher courses. 47 (18.3%) said they had attended INSET courses under the "Qualifying" title; the rest (81.7%) were "Refresher" courses. Table 9.4 gives more details about the subjects of these courses.

Table 9.4 Respondents by Subjects of INSET Courses

Subjects (n=257)	No. attending	%
Language	25	9.7
Sciences	17	6.6
Industrial	48	18.7
Commercial	41	15.9
Agricultural	47	18.3
Educational	47	18.3
Others	32	12.5
Total	257	100.0

It was found that only 39.7% of the industrial teachers and instructors had attended INSET courses. This may reflect the huge shortage in teaching staff which may be causing the industrial school administrations to hinder their teachers from attending INSET courses. This may not be the only reason why individuals fail to attend. However, the remainder of the percentages were better.

In fact, the administration of IAVD pointed out that the Institute was suffering from a confusion between qualifying and refresher courses because of a programme which was combining elements of qualifying and developing content and there was no choice available to the Institute at all in carrying out the central education policy. This policy imposes upon the Institute a duty to re-train all

teaching staff members in too short a time.

It is worth mentioning that only 4 (1.6%) of the trainees in the sample of 257 had been promoted as a result of re-training and their salaries raised. This very low number of people rewarded by the EVE shows that it had not carried out its promise in applying the official regulations, which required promotion and financial remuneration to be given to those who had attended INSET for a period of more than three months.

Many references were made in respondents' comments to a number of deficiencies in INSET activities in the vocational field. It seems that the respondents were aware of a lack of incentives to motivate them either by way of travelling and subsistence allowances or any resulting promotion and advancement in their careers.

9.3 The Selection of Trainees

9.3.1 Views of Teaching Staff Members

The teachers and instructors were questioned about the official body or person who had selected them to attend INSET courses. From Table 9.5 we see that 36.2 % of the respondents indicated that the school administration had done so, while 60% had been selected by the EVE. In fact, even those who had been selected by school administrations in some way were dependent upon the EVE because of the instructions often sent to schools. From further information it was found that there was a significant difference between the respondents in regard to their location, at level of $P<.05$, which also confirms that the degree of participation

Table 9.5 Opinions of Group one on Selection Operation.

A. Reports and Opinions of Respondents Items, ranked in order of frequency (n=257)	No. ticking this, out of 257	% ticking this, 257=100%	
6. I was chosen for the course without having expressed any wish to attend.	188	73.2	over 2/3
2. I was selected for the course by Central Office (EVE).	153	59.2	over 1/2
1. I was selected for the course my by School's Administration.	93	36.2	over 1/3
5. I was chosen for the course after having expressed my desire to attend.	31	12.1	less than
10. The present selection procedures for such courses are satisfactory.	24	9.3	1/3
9. I received information about the aims of the course before it began.	11	4.3	
4. I was informed about the course by colleagues.	9	3.5	
3. The course was brought to my attention through an advertisement.	8	3.1	
7. Areas of my real needs were identified and communicated to those in charge of the course.	4	1.6	
8. I participated in the planning and preparation of the course programme.	1	0.4	

B. Comments and Suggestions (*)	NO.
1. Many courses were haphazardly arranged.	29
2. Many teachers were indiscriminatly sent to courses.	21
3. The right people could benefit from the right courses.	16
4. Voluntary attendance is related to a successful in-service training programme.	9
5. Relevant information should be acquired before developing a course plan.	8
6. Trainers should lead and support trainees in setting the objectives of an in-service programme.	8
7. Trainers should lead and support trainees in planning the INSET programme.	7
8. It is necessary to exert pressure on trainees to get them to participate in INSET programmes.	6

(*) The words differed but the points that were made by the respondents were similar.

of school administrations in Nineveh is higher in selecting teachers and instructors than the other administrations in the two provinces selected. However, in general, the schools administrations have no real choice but are reliant upon the instructions from the EVE, so that the schools, whether or not they need these courses, have no choice but to comply with its directives. This, then, indicates that the school administrations' role in selection is limited.(1) This has two results: first, the centralisation in selection

of candidates prevents schools' administrations from training the teachers most in need; second, however, it also prevents these administrations from selecting those who may be unsuitable for certain courses, a step which has sometime been taken in order to avoid the absence of a valuable teacher. This interpretation is consistent with the responses of the 23.5% of supervisors and principals who pointed out that they had selected trainees in unimportant subjects so that their absence would not be a problem.

In accordance with the policy of centralised selection of trainees it was found that 73.2 % of the former trainees in the sample had been chosen for their courses against their will. It seemed that the extent to which teachers' wishes regarding INSET are considered beforehand by school administration or course providers is greater in the Nineveh area than in the other two provinces. This conclusion was supported by a significant difference at level of $P<.02$. This, therefore, means that the majority of trainees were not attending the courses by choice but were compelled to do so, which affected their progress on the courses.

In confirmation of this, only 12.1% indicated that they had been on INSET courses by choice, which is consistent with what Al Kassim (1975) found when researching among primary school teachers in Iraq. (2) So in view of low percentage of trainees who had attended courses on their desired subjects, INSET should be widened in scope in order to improve the results and enthusiasm of INSET trainees in future. A number of respondents commented that courses were

haphazardly arranged and not according to a regular and consistent pattern over the years, and that in allocating teachers to go on particular courses, greater selectivity should be exercised by the authorities to ensure that the right people could benefit from the right courses.

With regard to teachers' and instructors' participation in planning INSET courses, only one (0.4%) of the sample indicated that he had done this. So we see that trainees do not get involved in planning their courses. This could be due to the mistrust of the central planners towards such trainee participation. The same reason (mistrust) could be behind the low percentage (1.5%) of respondents who indicated that their real needs were identified and communicated to those in charge of the courses. Whatever the case, the percentage of those who felt that the present procedure for selecting teachers and instructors was satisfactory never reached more than 9.3%. The failure thus indicated may account for the small number of eight (3.1%) respondents who claimed that they had seen the courses advertised, and for the report by the nine (3.5%) who had been told of a suitable INSET course only by their fellow - teachers.

9.3.2. Views of Supervisors and Principals:

The investigator questioned the supervisors and principals about the scope of their participation in selecting teachers and instructors for INSET courses. 81% of them answered that they did participate and 19% that they did not do so at all. Then they were asked what were their

criteria for the selection of trainees.

9.3.2.1 Reasons for Selection

Table 9.6 shows that 88.2% of the respondents said that they preferred to select those in greatest need of courses, and 61.8% of them indicated that they selected according to the importance of the subjects taught and the need of these subjects for strengthening through an INSET course. 29.4% said they chose according to the teacher's request. It can be said that the above three reasons are considered the noteable ones, because of their positive attitudes towards the aims of INSET courses.

Table 9.6 Supervisors' and Principals' Reasons for Selection

A. Opinions of respondents	No. ticking this, out of 34	% ticking this, 34=100%	
2. The degree of the teacher's need for a course.	30	88.2	over 3/4
5. The importance of the teacher's subject.	21	61.8	over 1/2
3. Request: the person asked to go	10	29.4	over 1/4
4. The relative unimportance of the teacher's subject (and thus of his absence).	8	23.5	less than
1. Reward for good teaching.	5	14.7	1/4
6. No particular reason.	3	8.8	
B. Comments and suggestions of respondents (*)			
1. Sometimes the selection for a course occurs as an immediate result of the introduction of a new machine.			
2. Sometimes the selection for a course occurs as an immediate result of changes in the curriculum.			
3. The nature of the principal's interaction with his/her teachers affects in-service training programmes and their participation.			
(*) The words differed but the points that were made by the respondents were similar.			

It can be said that many of the supervisors and principals depended upon no good reasons, which shows that they had no set of principles as regards this important

operation. Possibly they were not convinced of the value of INSET, and did not really want their teachers absent from their schools. This latter reason is consistent with the common belief that the school administrations hinder the operation of INSET. In this regard, the 1987 IAVD Paper was presented to the Conference of Vocational Principals in Iraq with the aim of improving the situation by appealing to the schools' administrations to solve the difficulties. (3) 23.5% of the above group stated they chose candidates for INSET who taught 'unimportant' subjects in order to avoid the absences of important teachers. Another 8.8% indicated that they had no particular reasons when selecting. In addition to this, another 14.7% revealed that they selected the teachers for INSET as a reward for work well done. These three reasons may be the causes of the deprivation of others who need INSET courses.

In general, it can be said that according to the above data many of the principals and supervisors have not played a big enough role in the selection of candidates. The investigator believes that they should increase this role because they have a better understanding of teachers' needs.

9.3.2.2 The Consulting of Supervisors and Principals

With respect to the knowledge of principals and supervisors of INSET courses, only 14.3% of the total confirmed their pre- knowledge of such courses which are held by educational and non- educational establishments. At the same time, 35.7% of the total were unsure about what information they received, while 50% of them did not receive

any information at all. (See Table 9.7).

From the same table (9.7), it is seen that the situation is worse concerning the consultation of principals and supervisors by INSET course organisers. This was reported by 73.8%, in particular concerning consultation about the possible content of the courses. In addition, 61.9% were not consulted about the length or location of courses, nor about the number of trainees who should attend. The same also applies in the case of the objectives of courses, where almost 70% did not receive any detailed information beforehand which would help in the selection policy. These reports confirm two facts:

Table 9.7 Supervisors' and Principals' views on Consultation.

A. Opinions of respondents The statement (n=42)	No. & % said:					
	Yes		To some extent		No	
	No.	%	No.	%	No.	%
1. Do you feel you know about all the courses held in Iraq each year?	6	14.3	15	35.7	21	50.0
2. Are you regularly consulted beforehand by the course-providers about the possible subjects for such courses?	4	9.5	5	11.9	31	73.8
3. Are you regularly consulted beforehand by the courses-providers about the possible numbers of such courses, and the numbers of teachers and instructors who should go on them?	4	9.5	11	26.2	26	61.9
4. Are you regularly consulted beforehand by the course-providers about the possible location, length, and dates of such courses?	2	4.8	13	31.0	26	61.9
5. Is detailed information about the aims of every in-service course sent to principals/supervisors, to enable them to select teachers/ instructors to go on courses?	4	9.5	9	21.4	29	69.0
B. Comments and suggestions of respondents (*)						
1. Most of the vocational schools' principals and supervisors have no educational qualifications and this seriously damages their work in education.						

(*) The words differed but the points that were made by the respondents were similar

1- The non - existence of a working relationship between the organizers of INSET and those who are meant to benefit from it;

2- The failure of some of the responsible bodies to fulfil their duties.

Both findings are supported by the answers of those whose interviews are reported in Chapter 11.

9.3.2.3 The Problems Suffered by Schools' Administration

In view of the selection operation, the supervisors and principals of schools were also questioned about their opinions and impressions of the most serious problems which result from sending trainees from the vocational schools. 95.2% of them indicated that their schools sometimes suffered from the participation of their selected staff, due to the difficulty of effecting their immediate replacement. (See Table 9.8.).

Table 9.8 School Administration's Problems.

The statement (n=42)	No. & % saying:					
	Yes		To some extent		No	
	No.	%	No.	%	No.	%
1. Do schools sometimes have problems in sending people on INSET courses because of the need for a temporary replacement or substitute teacher?	31	73.8	9	21.4	2	4.8
2. Are arrangements for substitute or replacement teachers adequate?	8	19.0	15	35.7	19	45.2
3. Are the numbers of substitute or replacement teachers available to go to schools, adequate?	5	11.9	6	14.3	28	66.6
4. Do schools often get the absent teacher's work done by another teacher at the school, and not by a replacement teacher?	10	23.8	16	38.1	16	38.1

45.2% of those questioned wanted to say that the arrangements were not adequate. 66.6% indicated that the number of replacements available from other schools is not sufficient, particularly replacements from vocational schools.

However, when asked about the possibility of obtaining a replacement for a selected teacher from within the same school the respondents seemed to be similarly divided in their opinions: 38.1% said it was not possible, while 23.8% said that it was possible, while the remainder said it was possible to a certain extent.

From all this it is evident that there exists much justification for the unwillingness of supervisors and principals to send teaching staff on INSET courses, and when teachers were selected, their supervisors preferred the courses to be of short duration, because of the necessity of providing the huge numbers of students with sufficient teaching staff.

9.3.3 Views of Lecturers

Although the INSET lecturers are those on whom the EVE and IAVD rely on heavily for the planning and implementing of INSET programme, these teaching professionals complained about the lack of consultation in respect of content of programmes and other organisational matters.

As can be seen in Table 9.9, for example, no one confirmed that he/she was consulted about the length, location, or dates/times of courses. Moreover, only 10% were consulted, even about the aims of the courses.

Meanwhile, 20% were consulted beforehand about the number of courses which could be held each year. The lecturers' desire of being consulted was established when 90% of those questioned said "Yes" to the question, "Should the lecturer be consulted on all or most of these things?"

Table 9.9 Views of Lecturers on the Consultation Operation

Item	Statement (n=20)	No. & % saying:					
		Yes		To some extent		No	
		No.	%	No.	%	No.	%
1.	Are you normally consulted about the possible subjects for INSET courses?	13	65.0	1	5.0	5	25.0
2.	Are you normally consulted about the number of such courses to be held each year?	4	20.0	2	10.0	11	55.0
3.	Are you normally consulted about the number of teachers to go on each courses?	6	30.0	1	5.0	11	55.0
4.	Are you normally consulted about the occasion, length, and dates of courses?	-	-	1	5.0	18	90.0
5.	Are you normally consulted about the aims or purpose of each course?	2	10.0	7	35.0	9	45.0
6.	Are you normally consulted about the equipment needed for each course?	6	30.0	1	5.0	9	45.0
7.	Should lecturers be consulted on some or most of these things?	18	90.0	-	-	2	10.0
8.	Before a course, do you or the authorities normally send out details of the course aims to supervisors and principals, to enable them to select the appropriate people to go on the course?	7	35.0	1	5.0	10	50.0
9.	Should such course details be sent out beforehand, to help selection?	18	90.0	1	5.0	-	-

9.4 Evaluation of Courses:

The teachers and instructors of the sample were asked to indicate whether or not the courses which they had attended had achieved their objectives. Three categories of responses were used: "Yes", "To some extent", and "No". Only 24.1% of the respondents said that a course that they had attended had achieved its objectives. 59.1% indicated that

their courses had only partially achieved their objectives. 16.7% gave an emphatic "No"- their courses had not achieved their objectives. These figures demonstrate that more than 75% of the respondents believed that their courses had not completely achieved their targets.

Statistically, no significant differences were found between the trainees with respect to independent variables. The exception was variable 1 (The location of respondents) at level of $P<.01$ (See Appendix 9.2), which meant respondents in all variables had markedly similar opinions. It seems more serious with the trainees from Thi-Qar province. The differences between the trainees according to their location could be attributed to the degree of trainees' interaction and motivation on INSET courses. This may also be because of the available potential of the Baghdad area VSs.

In order to know the reasons behind this situation, the respondents were given the freedom to tick one or more of the statements shown in Table 9.10. 130 (66.7%) pointed out that the courses were biased towards the theoretical, so that the practical side suffered, resulting in problems when the INSET trainees could apply what they have learnt. Therefore the respondents felt that there must be more practical lessons introduced to balance the training. This response indicates that the INSET activities adopted by organisers represent a small part only of the whole concept of training, by concentrating only on the academic processes of giving information and knowledge, while ignoring the

Table 9.10 Reasons for Non - achievement of Courses' Objectives

A. Opinions of Respondents Items, ranked in order of numbers affirming (n=195)	No. ticking this, out of 195	% ticking this, 195=100%	
3. The course was too theoretical.	130	66.7	2/3 over
4. The length of the course was too short.	102	52.3	50%
10. There were not enough opportunities for interaction and communication between all those participating.	102	52.3	
1. The objectives were not made clear to trainees.	99	50.8	
5. The course was not well organised.	66	33.8	Less
6. The course lacked equipment and other educational aids.	64	32.8	than
8. The information and practical ideas were not up -to- date.	59	30.3	1/3
7. The lecturers were inadequate.	55	28.2	
9. The course training style and methods were unsuitable.	51	26.2	
2. There were too many participants on the course.	37	19.0	

B. Comments and Suggestions (*)

1. Trainees do not find in-service training activities useful if initiated by administrators.
2. Trainees should be selected according to their degree of expertise rather than status or availability.
3. The subjects taught on the courses are too general.
4. The age-range of the trainees is too wide.
5. Courses are conducted at times both impractical and unsuitable (e.g. month of Ramadan)

(*) The words differed but the points that were made by the respondents were similar.

practical side.

In fact, there is quite a difference between the 'education' and 'training' concepts in regard to methods, materials and programmes. The present programmes, unfortunately, tend to give emphasis to imparting knowledge rather than skills, and skills rather than attitudes.(4)

102 (52.3%) of the respondents, on the question of why these courses did not achieve their objectives, said there were not enough opportunities for interaction as communication between all the participants in INSET courses. These replies could point to an undemocratic relationship

between the trainers and trainees.

This situation also could be due to the problems out-of-town trainees find in obtaining accommodation while in the Baghdad area, causing them some harassment. In addition to the above problem there is a cultural factor causing a lack of interaction between the male and female trainees, due to the shyness of female trainees; this latter point was confirmed by the administration of the IAVD.

As mentioned earlier, the majority of the respondents who attended courses without being consulted beforehand felt that this very fact caused the lack of interaction between trainees. The important thing in working with adults and their teachers is that the trainees should be free to choose the courses they desire, and free to express their opinions and needs. This academic freedom would serve to stimulate them into greater interaction and participation in INSET activities.

Possibly because of the feeling that the lecturers had lost contact with the realities of the class-room, it was considered, as many of respondents commented, that those who were conducting courses had not given due weight to the views and experience of teachers.

It may also be the chosen teaching methods, such as lectures, which discouraged the listeners from participating by questioning and discussion with teachers. For whatever reason, 26.2% of the respondents pointed out that the style of teaching was unsuitable. In the investigator's opinion, this percentage could well have been higher, but that

perhaps the respondents did not know how to express themselves on the point of unsuitable methods.

All these matters may prevent the exchange of experience among trainees which is highly desirable, in the investigator's opinion as well as being one of the INSET courses' aims.

102 (52.3%) of the respondents stated that the failure of courses was due to the amount of time allocated for them, which was generally too short. This, in the investigator's opinion, is because of the amount to be covered in the courses. This finding is consistent with the previous findings of nine Iraqi experts in their 1986 field study dealing with academic schools.(5)

99 (50.8%) of the respondents agreed with the fourth statement, that the objectives of INSET courses were not made clear to trainees; this reason is consistent with the low percentage (4.3%) who said in the preceding question that they had received information about the aims of the courses beforehand. The trainees who were questioned by Survey No.4 confirmed this state of affairs. 90% of those who lectured on INSET courses agreed that such information should be sent out beforehand. 69% of the supervisors and principals denied that they had received detailed information about the aims of INSET courses, while only 21.4% of them said that they had received some information.

It is seen that some of the training methods adopted by lecturers do not encourage debate or discussion, for these methods often depend on the lecturer dictating the material

orally, or writing it up, for the trainees to copy. These methods were established a long time ago; they are out-of-date and unsuitable for any type of training.

Thus, weakness in method was implied in assessment of course lecturers. 28.2% of the respondents pointed out that the INSET lecturers were inadequate, and this percentage agrees with another statement which indicated the same point.

With regard to the equipment and other educational aids, 32.8% of the respondents reported that there was a shortage which was causing hardship in the area of training. These respondents also said that training programmes neglected these facilities, even though they are important. This may be because of the discouragement given by the course tutors who have a knowledge of the financial limitations of the IAVD. Another reason could be the short time allocated for the very full and intensive training programmes.

In fact, the training style determines what educational equipment can be used, which seems very limited as an aid to the method of lectures. The latter seems to be dominant among the methods adopted by the IAVD. The root of these conditions is the impossibility of acquiring modern techniques such as audio-visual methods, and a major dependence upon textbooks, pamphlets, magazines and reference material. The result is a lack of ability in effecting these modern methods, and an inability to think in new ways using new techniques. But these aids are very useful, and INSET training organisers should be supplied

with them. Indeed, without them it is impossible to do INSET training effectively, and INSET is crippled at its inception.

66 (33.8%) of the respondents believed that the INSET courses did not achieve all their aims because they were not well- organised. According to the respondents to Survey No.4, the lecture timetables, did not take into account the circumstances of the trainees, particularly those from outside Baghdad; there were not enough breaks between the hours worked; and there were no canteen facilities at the training venues. Most of the courses did not even arrange initial meetings to introduce the trainees to one another. 40% of the lecturers on INSET courses pointed out that sometimes the courses were overcrowded, which might have affected adversely the achievement of their aims.

There is a serious shortage of well-trained administrative staff in the IAVD who could readily respond to the demands of the contemporary situation, in which immediate action is sometimes required to reconcile the needs of individual teachers with the needs of their schools. Because of the use of well-established and similar subjects on INSET courses, i.e. the duplication of subjects, ideas and information on various courses, 26.2% of the respondents said that information and practical ideas used were out -of-date. The same result was found in the field studies of the nine experts in 1986, when 39% of their sample affirmed this point.(6) This use of old training content could be attributed to the policy of IAVD in depending year after year on the same group of lecturers,

who may be resistant to change and to the idea of updating their own knowledge of the sake of their trainees. Hence, there is a continued promulgation of possibly obsolete scientific information and discarded axioms, regarded as seriously harmful to modern education and affecting particularly the INSET courses which, ironically, are presumed to being trainees' knowledge up to date. Finally, from the comments and suggestions made by some of the respondents in the evaluation of INSET courses past and present, the main points can now be summarised as follows:

1- There was no specified number of INSET programmes held;
2- Many reasons were given to explain why considerable numbers of the teachers and instructors had no enthusiasm as participants, and the lack of incentives to follow courses may be one of these reasons;
3- Some of the INSET courses were set up at unsuitable times.

9.4.1 Reasons for Lack of Enthusiasm among Trainees

Accommodation and transport were related to the lack of enthusiasm by 80% of the questioned lecturers. These two problems caused a state of irksomeness amongst the trainees which in turn affected their interaction with the courses. See Table 9.11.

On the other hand, 60% indicated that the unsuitability of the buildings where the courses are held can be considered as one of the main reasons for the weakness in. commitment.

Table 9.11 Reasons for Lack of Enthusiasm among Trainees.

A. Opinion of respondents	No. & % saying:					
Items, ranked in order (n=20)	Yes		To some extent		No	
	No.	%	No.	%	No.	%
4. Worry about accommodation and transport problems.	16	80.0	-	-	2	10.0
7. Unsuitability of the building for the course purposes	12	60.0	-	-	5	25.0
5. Too many lectures and /or not enough practical work	11	55.0	-	-	3	15.0
6. Fear of exam failure at the end of the course	9	45.0	-	-	4	20.0
3. Irrelevance of the course topic	7	35.0	2	10.0	2	10.0
2. No interest in the topic of the course.	6	30.0	2	10.0	8	40.0
1. Lack of time on the course for discussion.	6	30.0	1	5.0	7	35.0

B. Comments and suggestions of respondents (*)

1. Many of the trainees have another form of employment after work hours.
2. There is a feeling among some of the teachers that they have no need of more training.
3. Some feel that it is both an irksome and compulsory duty to do INSET.
4. Some of the trainees have no understanding of the importance of INSET.
5. INSET training staff have no idea of the needs of the trainees.

(*) The words differed but the points that were made by the respondents were similar.

55% of the lecturers believed that the courses tended to be more academic than practical, which made them boring as far as the trainees were concerned and explained the lack of interest in them.

Lack of time on the courses for discussion, and irrelevant course topics were indicated with unequal ranking by some others and considered as partly explaining the lack of enthusiasm. These results were to some degree already contained in the 1987 Technical Committee/Department of Research and Studies survey, where it was found that 40% of the sample said that the subjects taught bore no relation to teachers' actual needs. In the same study 80% also indicated

that the time allocated to courses was insufficient, and 35% marked the failure of teaching methods used on the courses.(7)

It appears that the inadequacies which were highlighted by the majority of the lecturer are solvable financially, for example by providing accommodation and transport expenses or the construction of a purpose-built establishment for INSET courses.

9.4.2 Trainees' Problems and Needs:

Seven of the most important problems and needs were presented to the lecturers questioned, who were asked to arrange them in an order of seriousness. An opportunity was also given to note additional problems or needs which were not included in the seven presented.

The investigator used the Weighted Mean' formula to determine the respondents' priorities with regard to the trainees needs. The main problem seemed to the lecturers to be the lack of skills required for teaching practice supervision. (See table 9.12). The second problem lay in the method of teaching and lesson planning, while the lack of knowledge of their teaching subject was judge third. The fourth problem they saw as poor class control and weak discipline over students. In the fifth place came the unwillingness for change. Meanwhile, the lack of administrative knowledge and lack of knowledge of industry, commerce, and farming occupied the sixth and seventh positions.

In fact, the third group through their interaction with the trainees become knowledgeable of the problems the trainees suffer from and their needs. This judgement is

Table 9.12 Trainees' Problems

Item, ranked in order (n=20)	No. of Respondents According to their choices.							Weighted Mean
	Cho.1	Cho.2	Cho.3	Cho.4	Cho.5	Cho.6	Cho.7	
2. Lack of skill in practical work.	10	3	2	3	1	-	1	4.1
4. Poor teaching methods and lesson-planning.	6	5	-	5	-	2	1	3.5
1. Lack of knowledge of their teaching subject.	5	4	2	2	3	3	-	3.3
3. Poor class-control and discipline over pupils	6	5	-	5	-	2	1	3.1
7. Lack of willingness to change, learn.	6	-	5	2	1	2	3	3.0
5. Lack of administrative knowledge, e.g. timetabling.	2	3	3	-	2	6	2	2.4
6. Lack of knowledge about industry/commerce/ farming.	2	2	2	2	3	1	7	2.2

confirmed by the correlation between the answers of the lecturers and the trainees themselves.

In addition to the above problems, 40% of Group 3 pointed out that the INSET courses sometime suffered from over - crowding, which in turn affected the efficiency of the courses. All of the group (100%) indicated insufficient equipment and teaching materials. 60% of them said that the length of the courses did not cover the INSET intensive programmes and thus failed to achieve the objectives. In the opinion of the investigator, the most difficult and complex of these problems was that concerning the negative attitudes of the trainees towards the INSET courses, which means their unwillingness to participate. This state of affairs requires further investigation to establish the real reasons behind this kind of attitude and ways to overcome it

9.5 Follow-up of Trainees:

In spite of the importance of the follow-up for the trainees in their schools, to help them put into practice the knowledge and skills gained, it was found that 207

(80.5%) of the 257 respondents who attended INSET courses indicated that there was no follow-up for trainees after INSET training. The rest -19.5% of them - said there had been follow up. Appendix 9.3 illustrates the cross-tabulation which was carried out between the respondents' opinions with regard to the 5 independent variables selected in this study. It was discovered that there were no significant differences at all between the respondents in regard to the question of follow -up of the trainees after doing INSET courses.

This similarity of opinions, and a reading of the percentages of the responses regarding this operation leave no doubt as to the seriousness of the problem, which has a direct effect upon the feedback operation and has implications for the planning of later INSET programmes.

Of those who said they had been followed up, 44% indicated that it was by their school principals, (See Table 9.13); 42% by supervisory members; 8% by the IAVD administration; and the remaining 6% indicated by outside organisations.

There appears to be a complete lack of follow up when the course finishes, which is most regrettable, for follow up is an absolute necessity in checking INSET effectiveness as well as detecting more effective and acceptable way of influencing trainees. This is especially true in the vocational field. The organisations responsible for the varied INSET courses have still to realise the value of follow- up. The supervisors and others in charge have also

Table 9.13 The Body or Organiser Following up Trainees

A. Items, ranked in order	No. ticking this, out of 50	% ticking this, 50=100%
1. The school's principal.	22	44.0
2. The educational supervisor.	21	42.0
4. The body that had organised the INSET courses.	4	8.0
3. The IAVD.	3	6.0

B. Comments and suggestions of Respondents (*)	No.
1. There was no follow up at all.	28
2. There was no one official body or organiser who asked me what I had received from the course?	23
3. I did not receive any report from the principal or supervisor about changed arrangements for me in class-room or school.	19
4. The courses benefit the lecturers more than the trainees.	5
5. Trainees should reinforce future INSET programmes by pointing-out trainees' weaknesses.	5

(*) The words differed but the points that were made by the respondents were similar.

so far failed in this respect, and there is a total lack of cooperation between all the bodies concerned. It seems that this is a national problem in Iraq. The Chairman of the Institute of Educational Training and Development/ Ministry of Education (See Chapter 11) has pointed out that the operation of follow up is considered to be a very complex one, because of the lack of co-ordination between the individuals and the bodies in charge of INSET. All these opinions and suggestions emphasise the urgent need to build up co- ordination between the bodies involved in INSET, since at present there seems to be no follow-up at all, a state of affairs summed up by one trainee in stating: "Not one of the organisers or principals asked me what I had received from the course, or what I felt was wrong with the course content". Even those who said they had been followed

up might have based this answer on the belief that the principals sent reports to INSET organisers as a matter of course.

It is worth mentioning that 50% of the questioned lecturers pointed out that no details of the INSET courses or their aims were sent to principals and supervisors in order to assist them in selecting trainees with the relevant needs. The failure to supply such details may well be due to the centralised selection policy. Whatever the case, 90% of the lecturers emphasised the necessity for sending off information beforehand.

95% of Group 2 indicated that neither they nor the organisers maintained links with the schools so as to follow up the courses' effects on the teachers who had attended them. This situation reflects the non- existence of the follow -up procedure, although 90% of the group emphasised the need for it.

9.6 Applying the Information:

Of the teachers and instructors who had attended an INSET activity, 33.5% said that they had put the new knowledge and skills into practice, 44.7% said that they had put their new knowledge and skills to limited use, and 21.8% admitted to having faced difficulties in attempting to do so.

It seems that there were only two significant differences between those respondents to this question.(See Appendix 9.4). A significant difference was found at level of $P<.05$ between the trainees in regard to variable no.3 resulting in the teachers of commercial subjects being the

first to apply the information and methods acquired from the INSET courses. The second to apply these were the teachers of academic subjects. This difference could be a result of the respondents' earlier qualifications. The above two subject areas are more effective than those of industry and agriculture because they have Bachelor degrees, whereas the latter have both Bachelor degrees and lesser qualifications (Diploma and Secondary School Certificate). It could be that the significant difference which was discovered between these trainees for variable no.4 (qualifications of respondents) at level of $P<.03$ confirms the investigator's interpretation. This may cause us to believe that the level of qualification of the trainees had been positively influential in enabling them to apply the information more effectively than those with inferior qualifications.

Of the 171 respondents in group 1 who said that they had either not applied the new skills, or had done so only "to a limited extent", 49.1% claimed that they had not learned anything relevant or useful on the courses, and this was, they felt, because both the planners and lecturers were to blame (see Table 9.14). 44% indicated that a shortage of equipment and educational aids had contributed to this situation. This could be because not enough money was made available to the schools to purchase the equipment necessary to implement the new ideas gained from INSET training. 32.7% gave as another reason that there was no support from' schools administrations.

Table 9.14 Reasons for non Application of Information (Opinions of Group No.1)

A. Opinions of Respondents Items, ranked in order	No. ticking this, out of 171	% ticking this, 171=100
4. I did not learn anything relevant or useful on the course.	84	49.1
2. There was shortage of equipment /educational aids.	76	44.4
1. There was no support from my school's administration.	56	32.7
5. I had no wish to change	20	11.7
3. I found I did not remember anything from the course.	8	4.7

B. Comments and Suggestions of respondents (*)	No.
1. I could not apply the information because my school's administration changed the teaching subject I teach.	27
2. I could not discuss the matter because of the centralisation and undemocratic spirit of my school's principal.	21

(*) The words differed but the points that were made by the respondents were similar.

If this is true, it should be considered in the light of the overwork borne by administration, and its dissatisfaction with the INSET projects. Only 11.7% of the respondents in group 1 pointed out that they had no wish to change their teaching methods and style. If this is true, then the investigator attributes this partly to the failure of the INSET programmes to instil a new spirit of change.

Those who said they had not applied the information because they did not remember it were 4.7%. There may be other reasons underlying this situation, reasons such as the course's lack of new interesting ideas, or because the course was attended in Baghdad only, to fulfil family obligations. Some respondents interviewed by the investigator confirmed these reasons.

Many other respondents said they had not applied what they learnt because their schools' administrations had

changed the subjects they taught many times, making it impossible to do so. Another reason given was the centralisation and the undemocratic approach to discussion of these matters on the part of the schools principals.

An open question for those who indicated that they had made many changes was conducted to determine which changes had been made on an individual basis or in the school as a whole.

Unfortunately, in general, the degree of respondent's participation in answering this question seems to be poor. There are many reasons for the poor replies, but, in the opinion of the investigator, the most important reason was respondents' disabilities in practising or applying their knowledge which were, in fact, more concentrated on the academic side and this caused them to be hesitant in answering the question.

Nevertheless, Table 9.15 illustrates that 33.7% of the trainees had put new teaching methods into practice, and 14.6% of them had improved in their ability to extend students' knowledge and enrich their education. 22.1% indicated that their attempts to apply knowledge and skills gained on INSET courses were related mainly to discipline and to managing classroom affairs.

Without doubt, the level of the responses to this question confirms the unsatisfactory results of the INSET courses attended. This may be because of reasons mentioned in different place in this study.

Table 9.15 Changes Made at Work. (Opinions of Group 1)

Areas of the changes (n=86)	No.	%
1. Utilising new teaching methods.	29	33.7
2. Using new methods in discipline and classroom management.	19	22.1
3. Expanding the students' minds and increasing their knowledge.	12	14.0
4. Other areas of changes.	16	18.6
5. No reply given.	10	11.6
Total	86	100.0

Group 2 were asked to indicate whether or not they noticed any differences in trainees' performances after returning from their INSET courses. Only 21.2% of this group reported that they normally noticed changes, while 69% noticed differences to some extent, and 7.1% did not notice any differences at all. However, those who agreed totally or to some extent were asked what differences they had encountered. Five statements were presented, with freedom to tick the ones that applied. It seems that the majority of respondents (73.7%) indicated that the trainees made changes in their teaching methods. See Table 9.16. 63.2% pointed out that the trainees usually told them of benefits from the courses. 31.6% said that trainees made changes in the syllabus of subjects they were teaching. 23.7% indicated that trainees proposed changes for their schools, not only for their own subjects. Finally, 15.8% reported trainees wrote a report on the course.

The supervisors and principals were also questioned about the reasons why trainees maintained their traditional style of teaching, 32 out of the total of 42 gave a reply.

Table 9.16 Reports of Group 2 on the Changes in Trainees' Performance

Items, ranked in order (n=38)	No. ticking this, out of 38	% ticking this, 38=100%
2. The trainee makes changes in his teaching methods.	28	73.7
3. The trainee tells me of benefits from the course.	24	63.2
1. The trainee makes changes in his syllabus.	12	31.6
5. The trainee proposes changes for the school, not just for his own subject.	9	23.7
4. The trainee writes a report on the course.	6	15.8

In general, 31.3% unfortunately indicated that the trainees gained insufficient knowledge, so that the courses were useless and time - wasting. See Table 9.17. Meanwhile, 21.9% replied that the trainees may have gained knowledge but this could not be stated with certainty.

Table 9.17 Reasons for lack of change after training (Opinions of Group 2)

Items, ranked in order (n=32)	No. ticking this, out of 32	% ticking this, 32=100%
2. The trainees learn little of value: courses are often a waste of time.	10	31.3
5. The course - providers do not ask or expect me to follow up aspects of the courses.	10	31.3
3. The trainees may benefit but they do not tell me, so I do not know.	7	21.9
1. The trainees remember little of courses' information.	6	18.8
4. The trainees do not ask me if they can make any changes: they ignore what they are taught on the course.	3	9.4

It must be noted that the latter reply from supervisors and principals is not satisfactory, because they have the potential and the capability of using different ways to ascertain changes in their staffs' performances. This kind of observation also lies within the scope of their duties.

At the same time, 31.3% of Group 2 confirmed this

negative point when they indicated that they did not receive any instruction from the training organisers to observe the performance of the trainees after the training.

In addition, 18.8% of the group said that other reasons also exist, such as retaining little of the acquired knowledge from courses, which is also an unconvincing statement, because the trainees themselves may be ignorant of the application of the knowledge and skills because of their lack of faith in them. This view was confirmed by 9.4% of respondents.

From the above discussion it is clear that supervisors and principals put the blame upon the trainees themselves and the INSET organisers, and they did not consider themselves to be a vital factor in following up the training process. This negative outlook in turn dampens the enthusiasm of teachers and also depresses the level of feedback which is required for future INSET programmes.

Most of the supervisors and principals complained (as is evident from previous question analysis) about not participating usefully whether in their pre- knowledge of the aims and programmes of courses or in being consulted on the types of courses and training needed. See Table 9.7. The negative responses of Group 2 may well be due to the fear of further responsibilities and duties which could be added to their existing heavy duties.

9.7 Summary of Findings

Of the sample taken, only 51.9% had attended 1 or more INSET course in their career so far. Those who had not

undertaken INSET were still asked to reply to assess their interest in INSET, its reputation, or the reasons for not doing INSET.

Of the Nineveh province respondents, 65% had attended INSET; Those from Baghdad numbered 51.8%; the number from Thi-Qar province was only 39.5%. 60% of the respondents below 30 years of age, and 70.5% in the category of less than five years' teaching experience had not attended any INSET courses.

Statistically, there are no significant differences between the males and females, or between those respondents with Bachelors' degrees and those with lower qualifications, in regard to attendance on INSET courses. On the other hand, with the other three independent variables - 1 (location), 3 (main subjects) and 5 (length of teaching experience)- significant differences were found at the level of $P<.001$.

97.7% of the courses were taken inside Iraq, and 3/4 of them (73.5%) were organised by EVE and its IAVD in Baghdad. Universities and colleges played little part in organising this provision.

81.7% of the INSET courses which had been attended by the sample were refresher courses and the remaining 18.3% were under a qualifying title. 64.6% of all these courses were of less than one month. only 4% (1.6%) of participants gained promotion as a result of a course.

96.2% of the trainees had been selected centrally by EVE (directly and/or indirectly), and 73.2% had been chosen against their will. 23.5% of the supervisors and principals

had selected trainees from those who taught 'unimportant' subjects.

99.6% of the trainees' sample had not taken part in the preparation of INSET courses, and 98.5% considered that they had not had their real needs identified or communicated to those in charge of INSET courses. Only 9.3% felt that the present selection procedure was satisfactory.

Only 24.1% of the trainees felt courses had achieved their objectives completely, 16.7% felt they had completely failed to achieve their objectives. 59.1% felt they had only done so in part. Courses were criticised as being too theoretical, too short, lacking opportunities for interaction, and not making their objectives clear. Poor lecturers and weak methods were also revealed, while 33.8% of respondents felt courses were badly organised. Reasons for unwillingness to attend courses included transport and accommodation problems, unsuitable buildings, fear of examination failure, and lack of relevance.

Nearly 70% of the supervisors and principals received no advance information about INSET courses. 80.5% of the trainees claimed there had been no follow up after their courses. Of the follow up that had been done, 6% was by outside agencies, 8% by IAVD, and the rest divided almost equally between school principals and supervisors. As in the case of course planning, a lack of communication between the various agencies involved emerged.

33.5% of the trainees had been fully able to use their new knowledge and skills. Failure to do so was ascribed to

lack of usefulness, lack of equipment, and lack of support from the school. Supervisors and principals tended to ascribe failure to benefit from courses, to the courses themselves, or to the participants. They did not appear to consider that they might have a part to play in follow-up.

9.8 Conclusion

There has been in this study, first an attempt to throw light upon INSET programmes provided for vocational schools' teaching staff in Iraq. The three provinces of Nineveh, Baghdad, and Thi-Qar were chosen because of their geographical differences.

The Survey showed that the EVE, as a means of achieving qualitative improvement in education, has established the IAVD in Baghdad to train teachers on the job. IAVD is still in its infancy, and this investigator hopes that it will begin to yield fruit soon. However, after data analysis of the three groups, questionnaires and the interviews of 13 experts, the following conclusions have been reached:

1. At the present time there is no national INSET policy, nor any clarity in the aims of INSET in Iraq in the field of VE. This has arisen because of confusion between the projected targets in quantity of trainees, and the improvement of their professional quality;

2. Up to now, no specialised department exists that would plan, organise and conduct INSET activities in either VSs or local education authorities, except IAVD, which was established in 1976 and whose duties are limited to providing the INSET courses;

3. Most of the INSET courses are planned and organised by IAVD, tasks which many teachers/ instructors themselves do not desire to do;

4. Colleges and higher institutes provide a very limited number of INSET courses, and these are held in Baghdad and other big cities only;

5. There is a severe shortage of INSET planner and experts;

6. In the remote areas of the country as well as in the Baghdad area, there are not enough INSET activities available for all teachers;

7. Many INSET trainees are dissatisfied with the programmes offered because such programmes do not cater for revealed needs;

8. INSET programmes' activities are limited in objectives and most -if not all programmes- have a bias towards subject matter and teaching methods;

9. The INSET system is characterised by a centralised selection process of the trainees and the inability of supervisors and principals to play an active role in this selection;

10. The problem of replacing vocational subject teachers on a temporary basis causes schools' administrations not to send teachers on INSET courses as they ought;

11. Trainees take no part in planning INSET courses and are seldom asked their opinions or have their needs assessed;

12. Important people such as supervisors and principals, are usually not sent detailed information about INSET plans,

content or aims beforehand, so that they cannot make informed decisions about participating in such programmes;

13. Trainees need ideas and encouragement from their peers and supervisory personnel so as to adopt and implement what they have learned from their INSET courses;

14. Participants in most activities are not provided with sufficient incentives, so that the attitude towards INSET training are not positive;

15. INSET activities are not systematically evaluated. It is strongly recommended that such evaluation be carried out as soon as possible, after the end of programmes to determine the degree of their success or failure. In this way the work of trainees can be assessed and rewarded accordingly;

16. Neither the vocational teaching staffs nor senior educationists believe that the current INSET programmes are at all successful, either generally or in meeting trainees' needs;

17. There is a complete lack of follow-up and co-ordination between the related personnel, or bodies in charge of INSET activities.

References and notes to Chapter Nine

1. EVE (1988) Document No.602 dated 18/12/1988.

2. Al Kassim, B. M. (1975), Planning of In-service Training Programmes for Primary School. Baghdad: Al-Umma Press, p.193.

3. Ministry of Education (1987), op. cit. pp.181-197.

4. Al Kassim, B. M. (1975), op. cit. p. 194.

5. Ministry of Education (1986a) An Evaluation of INSET Programmes (Field Study in Academic Sector,Prepared by special Committee). General Directorate of Preparing and Training. Baghdad. p.37.

6. Ibid. p.21

7. Ministry of Education (1987c) op. cit. pp.38, 40, & 42.

Chapter Ten

Analysis and Interpretation of Data Teachers' and Instructors' INSET Needs and Priorities (INSET in the Future)

10.1 Introduction

In this chapter the data of the study analysis is described, in order to discover the teachers' and instructors' needs. Also to find out the differences in opinions between those selected teachers as individuals and in addition to this, to discover the differences between the three groups which this study selected.

The growing recognition of the importance of identifying needs reflects the fact that the demands made on staff, particularly in a period of rapid curriculum change, often require the extension and development of existing skills and knowledge as part of their continuing professional development.

The effective identification of needs probably requires the application of a variety of techniques, the selection of which will depend on one or more of the following:

1. the basis for the categorisation of needs;
2. the context of any needs identification exercise;
3. the degree of formality required;
4. distinguishing between wants and needs;
5. organisational arrangements.

The means which the investigator chose for gathering information on staff needs was a questionnaire listing a wide range of development issues which the staff were asked to place in order of importance, indicating the nature and

form of the staff INSET needed to support them. The results were then collated and those issues which had been given high priority were identified.

In pointing to this method as one of the better ways of finding out what teachers feel about their needs, Geoffrey Hand says: "A questionnaire or survey can be of some value in establishing in-service needs even if the results only patterns demand" (1)

It is important for in-service planners to attempt to design INSET activities which will meet the needs of participant teachers and contribute to the improvement of instruction for students. However, to provide in-service activities directed toward teachers' needs, the needs must be known; and this means discovering the perceptions of vocational teaching staffs in Iraq, regarding their in-service needs.

From the previous chapters it can be concluded that the three groups 1, 2 and 3 are generally agreed that there is at present a low level of INSET. They report that the teachers and instructors received very little help with teaching problems when they were beginning to teach and are still receiving very little. In the sample, for example, nearly two-thirds of the teachers and instructors had not attended any kind of in-service training during the previous five years; nor, generally speaking, did they visit and observe one another while teaching; and very few teachers were receiving feedback about their teaching performance.

It appears that a large number of INSET activities are

unrelated to the central educational problems, but have arisen out of the needs of the teachers and the vocational schools. In the light of this, the EVE has recognised the problem of the lack of study and research done on this area, that is,teachers' needs with regard to INSET training. On the whole, INSET provision should meet the perceived needs of teaching staff, but there are hidden needs the teachers have not recognised.

According to the data of the previous chapters and the opinions of the respondents and interviewees, there is no comprehensive plan which would classify the teachers and instructors according to teaching qualification (that is whether qualified or unqualified teachers) as a stage towards answering needs. It is a fact that a large number of unqualified teaching staff are still operating in the field of vocational education in Iraq.

The following four types of personal needs of teachers in general were considered by Morant (1981) to be important:

> **"- induction (the needs of the new teacher or the experienced teacher in a new post);**
> **- extension (the attainment of further academic qualifications or job-specific study);**
> **- refreshment (avoidance of "staleness" in the teaching of a subject or when returning to teaching after a career gap); and**
> **- conversion (needed when teaching a new subject (lateral conversion) or when increasing managerial responsibilities after promotion (vertical conversion)".**(2)

In the section on "INSET in the Future" exactly the same eight questions were in the three questionnaires, each of which consisted of 53 items, so as to discern the

perceptions of each group. The investigator's analysis compared all the responses in order to ascertain the needs of INSET in the future.

The group of teachers and instructors were asked question no.11, which was :"Would you like to go on another/an INSET course?". Table 10.1 shows that the majority (357 or 72.1%) of respondents welcomed the idea of participating in an INSET course in the future, while 79 (16.8%) were undecided, 51 (10.3%) replied negatively, and 8 (1.6%) did not reply.

Table 10.1 Willingness to attend INSET course

Statement out of 495 (495=100.0%)	No.	%
1. Yes	357	72.1
2. No	51	10.3
3. Undecided	79	16.0
4. No answer given	8	1.6
Total	495	100.0

In the investigator's opinion, the large number of respondents (teachers and instructors) who desired to attend INSET courses in the future did so with their own pre-conditions for future courses, as we shall see in their answers which follow the above question. The positive response could also be as a result of the new instructions which demand that all teaching staff members have one INSET course or activity in every five-year period. Both these factors have probably influenced the respondents' answers to this question, directly or indirectly. It is worth mentioning that the aim of this study was not to examine how

teachers may be attracted to courses of INSET training without feeling the pressure of statutory obligation; this could provide the subject for a future study. However, 34.2% of those who had already done an INSET course did not have any desire to do another one. The reason for this could be the difficulties they encountered with the content of the past course(s) attended, or the bad facilities which were provided. In addition, 20% of those who had not done any INSET course, had no desire to do so, perhaps because of their colleagues' bad experiences in these ventures. It came to light that 65.1% of the 43 respondents who criticised past INSET courses as completely failing to answer their needs, also indicated they had no desire to attend any more INSET courses.

From the crosstabulation of Appendix 10.1 (Tables 1, 2, 3, 4, and 5) it can be seen with the help of Chi-square that significant differences exist between the respondents in regard to the five independent variables [3], with the exception of the sex variable, of which the percentages showed that the male respondents had more of a desire to attend than their female colleagues. So the four significant differences were as follows:

1. From Appendix 10.1, Table 1 it can be seen that there was a significant difference (X^2=47.2; D.F.= 6 at P<.001 level) between the respondents from different regions of Iraq with regard to their attitudes towards attendance at future INSET courses. The respondents from Thi_Qar province registered the highest percentage in desiring to attend. The reason for

this may be:

a) Thi-Qar respondents were behind in teaching experience.
b) Respondents from this province had the highest percentage of young teachers/instructors.
c) The qualifications of Thi-Qar teaching staff were low in comparison with the other two provinces, so they desired to get more teaching qualifications by attending INSET courses, and so improve their living standard.

2. In respect to the variable of main subjects of the respondents, it was found that a significant difference existed between respondents, at the level of $P<.001$. (See Appendix 10.1, Table 3). 84% of the industrial and 77.6% of the agricultural respondents welcomed the possibility of participation on INSET courses in the future, whereas 57.5% of the academic and 58.9% of the commercial respondents stated that they wanted to participate.

This phenomenon indicates that the industrial and agricultural respondents varied in their qualifications (Bachelors' degrees and below this level), which meant that the poorer qualified felt that they needed further training to bring them into line with those who had a degree. This may also indicate that the agricultural and industrial respondents needed more ongoing help as well as knowledge of new teaching methods, because they were teaching applied subjects. In addition to the above the majority of the commercial respondents were female (66.7%), who as a group had less interest in INSET than the males (76.2%), as

mentioned above. (See Appendix 10.1, Table 2).

3. Appendix 10.1, Table 4 shows the marked difference between respondents at level P<.001 in regard to their wishes to attend INSET courses in the future. Those with poor qualifications had expressed greater interest than those with good qualifications such as Bachelors' degrees, who may have felt they did not need further training to improve their educational standard than that which was required officially. Also, the poorer qualified staff no doubt felt *that more qualifications would help them to* attain parity with better qualified colleagues, in, terms of salary.

4. Table 5 from the same Appendix shows that the respondents with less than 10 years' experience had a greater desire to attend INSET courses than those respondents who had more than 10 years' experience. This could be because the latter group were complacent, or because those with less experience still felt the need to improve their standard of education and potential earnings.

It seems there was a relationship between age and length of experience in this area, which may have affected the outlook of older teaching staff. Further, it was discovered that younger respondents had more of a desire to attend an INSET course in the future than the older respondents. the (X^2) =40.6 and the significant difference was at the level of P<.001 between the age-ranges (less than 30, 30-39 and 40 and over). The reason(s) for the difference may have been:

a) The family commitments not being the same for the younger and older respondents, particularly in a society like Iraq, in which the older generation still carry out some duties towards life education;

b) The past experience of INSET courses which was lacked by the younger respondents who probably did not realise the difficulties of participating, and did not have the previous disappointing experiences of the others;

c) The teaching experience already gained by the older respondents had developed their abilities to overcome educational and classroom problems and to accumulate personal styles or techniques in teaching which they believed were more fruitful.

The respondents were asked, as mentioned earlier in Chapter 6, to list in order their top three in-service priorities, which were then weighted: choice 1 = 3 points, choice 2 = 2 points, and choice 3 = 1 point, for each group of items presented to them by the questions. The formula of Weighted Mean was used to give the priorities of those respondents among these items.

Responses are analysed as a whole, without dividing them in accordance with the independent variables which will be shown later. To make the discussion easier and clearer it is thought useful to analyse the items into sections under the name of dependent variables:

10.2 Variable (1) "Course location":

In relation to the location of future INSET courses, this variable includes five items (i.e. choices). The teachers'/

instructors' responses for these items are shown in Table 10.2. In item one (In every vocational school) the Weighted Mean was (132) of the responses.

Table 10.2 Preferred Location of INSET Courses. Demand and Priorities

(Group 1 n=436, Group 2 n=42, Group 3 n=20)

A. Opinions of Respondents Item Statements	Group number	First choice No.	First choice %	Second choice No.	Second choice %	Third choice No.	Third choice %	Weighted Mean	Priority of choice
1. In every vocational school	1	206	47.2	60	13.8	54	12.4	132.0	1
	2	7	16.7	4	9.5	-	-	4.8	4
	3	-	-	-	-	3	15.0	0.5	3
2. In one school, for a group of schools in an area	1	13	3.0	137	31.4	54	12.4	61.2	3
	2	7	16.7	3	7.1	1	2.4	4.7	5
	3	1	5.0	1	5.0	2	10.0	1.2	4
3. At a university, college or institute.	1	140	32.1	67	15.4	97	22.2	108.5	2
	2	13	31.0	5	11.9	10	23.8	14.5	1
	3	15	75.0	2	10.0	3	15.0	8.7	1
4. At the IAVD in Baghdad	1	45	10.3	79	18.1	53	12.2	57.7	4
	2	11	26.2	8	19.0	3	9.5	8.7	2
	3	2	10.0	9	45.0	4	20.0	4.7	2
5. At some other technical institution in Iraq	1	36	8.3	54	12.4	61	14.0	46.2	5
	2	5	11.9	11	26.2	5	11.9	7	3
	3	2	10.0	7	35.0	3	15.0	3.8	3

B- Comments and Suggestions of Respondents (*)

1. INSET activities should be held at a suitable facility.
2. The best locations for training teachers in their job are the establishments from which they graduated.
3. Arrangements should be made for trainees to obtain meals and refreshments.
4. It is important now to apply the principle of taking the training to trainees rather than vice versa.
5. It is important now to open teacher centres, allocating some of the vocational schools for this purpose.
6. The present scientific, technical and financial abilities of the IAVD are not able to provide most of the INSET courses for vocational school teaching staff.
7. Effective INSET programmes should include the support of resource people, use of media and participant comfort.
8. The kind of a place where trainees meet to talk about professional issues is related to successful INSET programmes.

(*) The words differed but the points that were made by the respondents were similar.

This shows that the majority of respondents (206 first choice, 60 second choice and 54 third choice) found that this place for INSET activities was considered as this group's priority. On the other hand, the supervisors and principals (Group 2) listed it as 4th choice while the lecturers (Group 3) made it 5th choice. It appears that Group 1 wanted to participate in a style of 'Schools-Focused' in-service programme that would provide the opportunity for learning and working with colleagues. Since this goal is consistent with recent research which indicates the importance of joint participation of staff and principal in school improvement efforts, and emphasise programmes that focus on the school it should have high priority for in-service training. The investigator would suggest that the use of this arrangement be limited to situations in which the principals and staffs have established an atmosphere of trust and respect. In addition, before this approach can be used effectively, the principal should be knowledgeable about coaching and other procedures that assist the learner in the transition from the learning activity to the classroom environment.

The success of INSET may depend to some extent on technical arrangements, such as location, time and approach of the in-service programmes. (4) (5) (6) Brimm and Tollet in 1974 stated that teachers preferred in-service activities which were conducted in their own school setting. (7)

Many of the interviewees stated that "... the best locations for training teaching staff are the establishments

from which they graduated [universities, colleges, ..etc.] for the reason that their staff and resources originally prepared the teachers for their profession. ..". They added that "... it is important now to apply the principle of taking the training to the trainees rather than vice versa; and opening the teacher's centres - allocating some of the vocational schools for this purpose - is an excellent way to do this..." (See Chapter 11 for further details).

The Weighted Mean of the item (At a university, college or institute) is 109, which represents the second priority of Group 1, while Groups 2 and 3 made this their first choice.

In item 2 (In another school, for a group of vocational school in an area) the respondents of Group 1 numbered 13, 137 and 54 making this their first, second and third choice respectively, producing a Weighted Means of 61, which indicates that this kind of place was chosen as the Group's 3rd priority. This venue was listed by the other two Groups as 5th and 4th priority.

In item 4 (At the IAVD in Baghdad) the Weighted Mean was 58, which makes it the fourth priority of (the respondents of) Group 1, while Groups 2 and 3 made it their second choice. Finally, item 5 (at an other technical institution in Iraq) attracted the lowest number of agreed respondents with a Weighted Mean of 46, forming their lowest priority. Both the other both groups made it their 3rd. This low percentage may be due to insufficient information about the nature and kinds of the technical institutions

concerned.

On the matter of a new possible bodies which might help EVE in providing INSET courses, the respondents reported the following institutions:

- Iraqi Universities (Baghdad, Al Mustansiriya, Mosul, Al Basrah, Salah Al-Deen and the University of Technology)
- Foundation of Technical Institutes.
- The National Computer Centre.
- The Iraqi banks.
- Ministry of Finance
- Ministry of Commerce.
- Institute for Developing Arabic Language Teaching
- Institute for Developing English Language Teaching.
- Committee for Modern Mathematics.
- Institute of Fine Arts.
- Handicraft Centres/ Ministry of Education.
- Training Units within the Directorates General of Education.
- General Establishment of Buildings.
- General Establishment of Electricity.
- General Establishment of Electronic Industries.
- Al Eskanderi Car factories .
- Dairy Factories.
- Networks of Animal Breeding
- Directorate of Weather Forecasting.
- Energy Organisation.
- Casing factories
- Directorate of Animals Wealth
- Directorate of Projects and Laboratories
- Horticulture Station/ Al Zafarani
- Green Houses Station.
- Textile Factories in Al Kut
- General Establishment of Glass Industries
- Centres of Vocational Training /Ministry of Industry.
- Ministry of Health.
- Teachers' Union
- Directorate of Physical Education/ Ministry of Youth.
- Directorate of Scientific Technology/Ministry of Youth
- General Union of Iraqi Youth.

With regard to the 5 items of the question, the responses of the first Group were analysed in relation to the 5 independent variables (location, sex, main subjects, qualification and length of teaching experience). Among these 25 crosstabulations, 10 statistically significant differences at different levels were found, (shown in

Appendix 10.2, Tables 1, 2, 3, 4 and 5). However the overall response to the question was very consistent, and despite individual preferences the main priorities were the same in each case. It appears that any significant differences in the tabulation may have been influenced by the arrangement of the table or similar factors.

By unanimous agreement the best location for INSET courses was felt by group 1 to be their own vocational school, the second choice being universities and colleges. In respect of other locations it can be said that there were slight differences between respondents in their priorities and only a few significant differences in their relationships has been found. The same story can be seen with the crosstabulation results between respondents according to the additional independent variable of INSET experience where only one significant difference was found between those who had and those who had not done INSET courses.(8)

For further information relating to the preferred locations of INSET courses, no significant differences between supervisors and principals in the 5 relationships were found, except one of the variables (at the IAVD in Baghdad), which showed a significant difference, (See Appendix 10.2, Table 7). Different priorities were also found. Non-existent differences in the other 4 relationships do not mean that there were similar priorities held.(9)

From these data it can be seen that the administrators, supervisors and lecturers regarded the (vocational school)

as altogether an unsuitable place for INSET courses, for many reasons, the first being the difficulty for the Central Administration in Baghdad of controlling the courses, and the second being the scarcity of those needed to set up and administer the courses. On the other hand, all the groups are in near agreement that the higher education institutions (universities and colleges) would be more attuned to and sympathetic to the running of these courses because of the technical staff they possess and the financial resources at hand. Possibly Group 1's preference confirmed the poor reputation of the present dominate body (IAVD) which is responsible for providing the majority of INSET courses, but which does not think it worth spending all the financial provision for trainees.

However, these ideas and opinions place the planners and decision-makers ahead of the fact that INSET organisers should look to other and various institutes and establishments to provide INSET courses in the future, noting the need to bring the courses nearer to the trainees. This will possibly cause the EVE to allow vocational schools to set up short courses and establish many teacher centres by converting some vocational schools for the purpose, after implementing special programmes which will train excellent teachers as training leaders.

10.3 Variable 2 "Course time":

This question tried to find out the best time to hold INSET courses from the point of view of those respondents who wished to attend INSET course in the future, as well as

in the opinions of Groups 2 and 3.

The responses to the 6 items of this variable are shown in Table 10.3. From the figures it can be seen that the teachers and instructors gave item 5 (in early September) 362 ticks (158, 155 and 49 as first, second and third choice), which means that the Weighted Mean is 138.8. So this item represents the first priority of this group, while both Groups 2 and 3 listed this time as their second priority.

The second highest Weighted Mean (100.3) was for item 3 (during term time by day), chosen by Group 1, which gained 247 ticks (162, 31 and 54 as 1st, 2nd and 3rd choice). This result constitutes the second priority for Group 1, whereas Groups 2 and 3 made this choice their 6th and 1st priority respectively.

In item 6 (in late June) the Weighted Means of 75.5, 5.8, and 2.8 of Groups 1, 2, and 3 respectively represent the 3rd priority of all three groups. In respect of item 1 (during summer vacation) the Weighted Means of the three groups indicate that Group 1 listed it as their 4th preference, whereas Group 2 made it their 1st and Group 3 made it their 6th.

Through an analysis of the groups' preferences of course time it can be seen that the teachers and instructors gave (early September) as their prime preference and (during term time by day) as their second, and from this and their 4th, 5th, 6th choices it is clear that they (i.e. teachers and instructors) wished to be freed from teaching duties for

Table 10.3 Preferred Timing of INSET Courses. (Demands and Priorities)

(Group 1 n=436, Group 2 n=42, Group 3 n=20)

A. Opinions of Respondents Item Statements	Group number	First choice No.	First choice %	Second choice No.	Second choice %	Third choice No.	Third choice %	Weighted Mean	Priority of choice
1. During summer vacation	1	59	13.5	16	3.7	31	7.1	40.0	4
	2	20	47.6	3	7.1	4	9.5	11.7	1
	3	1	5.0	2	10.0	2	10.0	1.5	6
2. During spring vacation	1	38	8.7	34	7.8	22	5.0	34.0	5
	2	-	-	13	31.0	1	2.4	4.5	4
	3	1	5.0	1	5.0	2	10.0	1.2	5
3. During term-time by day	1	162	37.2	31	7.1	54	12.4	100.3	2
	2	-	-	-	-	5	11.9	0.8	6
	3	9	45.0	3	15.0	1	5.0	5.7	1
4. During term-time in the evening	1	15	3.4	19	4.4	17	3.9	16.7	6
	2	1	2.4	5	11.9	4	9.5	2.8	5
	3	1	5.0	1	5.0	6	30.0	1.8	4
5. In early September	1	158	36.2	155	35.6	49	11.2	138.8	1
	2	17	40.5	4	9.5	4	9.5	10.5	2
	3	5	25.0	8	40.0	1	5.0	5.3	2
6. In late June	1	14	3.2	137	31.4	138	31.7	75.7	3
	2	4	9.5	10	23.8	3	7.1	5.8	3
	3	2	10.0	3	15.0	5	25.0	2.8	3

A. Comments and Suggestions of Respondents (*)

1. INSET programmes should offer different schedules and options, allowing participants to select the most convenient option for them.
2. Early morning schedules seem to be an appropriate time for INSET activities.
3. Time at the end of the day is not adequate for INSET activities.
4. It is difficult to combine teaching in school and learning on INSET course in the same period.
5. Teachers chosen to go on in-service courses too often fail to be released because of courses being scheduld for eveninig attendance during school terms, and for morning attendance where there is a double-shift teaching day.
6. The times of commencing some INSET courses e.g. agriculture , are governed by the planting seasons.

(*) The words differed but the points that were made by the respondents were similar.

INSET course, and they did not like doing these courses in the summer or spring holidays.

It may be that the hot weather in summer for which Iraq is noted, in addition to individual and family commitments which teachers hope to fulfil during the summer and spring vacations, combine to make the setting up of INSET courses at these times impossible. The fact that confirms the observation that Group 1 desire to be free from teaching duties during INSET courses, is the choice of (evening time during the term) as their last one.

Tables, 1. 2, 3, 4, and 5 of Appendix 10.2 show that there are only eight significant differences between respondents out of 30 crosstabulations of relationships (all five independent variables by six items of question No.13). In spite of a significant difference (X^2= 22.5; D.F.= 6; at P<.001 level) within item 5 (In early September) being found among respondents, depending on their locations, all the parties of Group 1 listed (also with all the 5 independent variables named) " early September" as their 1st choice. To clarify this point an examination of the percentages of the respondents' choices from the three provinces yielded the result that these percentages were almost identical, which indicates their agreement on this point.

There was partial agreement on Group 1's priorities regarding the 5 "times", in spite of the 6 other significant differences among them with regard to the other independent variables.

At the same time it was found that the priorities of Group 2 were completely different, according to their administrative and technical viewpoints. So this group put (term time by day) as their last preference (6th), and (summer vacation) as their 1st choice, so as to protect the continuance of the teaching process in their schools. The opinions of Group 2 were the ones expected by the investigator.

The third group (lecturers on INSET courses), incorporated both sides - administration and teaching- at the same time. Therefore they supported Group 1 in many of their choices. This illustrates the difficulties faced by trainees if Group 2's preference for summer and evening courses are implemented.

Through an understanding of the preferences of these three groups, and taking into account the fact that teachers chosen for INSET courses frequently failed to be released because these courses required evening attendance during school terms (and morning attendance where there was a double-shift teaching day) it can be seen that each group had many justifiable reasons for choosing as they did. However, flexibility of time is the key to a successful INSET programme, for time is one of the most important resource for INSET training and trainees.

The nature of Iraqi trainees, the Iraqi climate, family commitments and place of the courses (the majority being in the Baghdad area) all make it impossible to fulfil teaching duties and also attend INSET courses. This makes it

important that INSET authorities be more flexible in dealing with the problem. Also future trainees should be consulted as to the times of courses they prefer, and their answers should be considered along with the circumstances of the lecturers who will teach on the courses.

10.4 Variable (3) "Course length":

It appears that teachers and instructors prefer INSET courses of (one to three months') duration, which the principals and supervisors feel are too long. So Group 2 listed this duration as second priority. (See Table 10.4) It must be borne in mind that the responses of group 2 reflect the administration's attitude in wanting to economise on time so that teachers are not absent from school for long periods.

There seems to be agreement between Groups 1 and 3 in all their preferences, meaning that the (one to three-month) period is looked upon by them as the ideal length of INSET courses so as to cover both the intensive and long type of course. They probably chose this length of time also because they were unaware of the other styles of INSET activities. Thus, the majority of respondents made their choices not realizing that the length depends on the nature and objectives of each course.

Another reason for this general agreement between Groups 1 and 3 could be that long courses would provide maximum opportunities for learning by the trainees, for both teachers and instructors might not have another chance to attend a course for many years. Another reason that might

Table 10.4 Preferred Length of INSET Courses. (Demands and Priorities)

(Group 1 n=436, Group 2 n=42, Group 3 n=20)

A. Opinions of Respondents Item Statement	Group number	First choice No.	First choice %	Second choice No.	Second choice %	Third choice No.	Third choice %	Weighted Mean	Priority of choice
1. Less than 1 week	1	24	5.2	21	4.8	19	4.4	22.2	4
	2	6	14.3	8	19.0	2	4.8	6.0	4
	3	1	5.0	2	10.0	-	-	1.2	4
2. 1 week to less than 1 month	1	187	42.9	83	19.0	51	11.7	129.7	2
	2	26	61.9	9	21.4	-	-	16.0	1
	3	8	40.0	4	20.0	6	30.0	6.3	2
3. 1 to 3 months	1	173	39.7	133	30.5	28	6.4	135.5	1
	2	9	21.4	12	28.6	8	19.0	9.8	2
	3	9	45.0	6	30.0	2	10.0	6.8	1
4. More than 3 months	1	33	7.6	61	14.0	81	18.6	50.3	3
	2	-	-	3	7.1	6	14.3	2.0	2
	3	1	5.0	5	25.0	7	35.0	3.3	3

B. Comments and Suggestions of Respondents: (*)

1. INSET courses are needed to solve immediate problems and train according to the immediate needs of the trainees.
2. There are many events such as conferences which do not need more time than they are given now.
3. Long evening courses with certain certificates should be established.
4. The length of INSET course should be governed by type, subject and the nature of the trainees themselves.
5. Unfortunately the administration of IAVD does not distinguish between refresher courses and qualifying ones.
6. The design of effective INSET programmes should include determination of the appropriate time.
7. The duration and *effective use of time are crucial factors in planning and implementing INSET programmes.*

(*) The words differed but the points that were made by the respondents were similar.

have influenced Group 3, is the financial advantages of a (one to three- months' duration) course.

In respect of Group 2's second choice of (one to three months') duration, it could be interpreted that principals and supervisors admit that past short-duration courses have failed to achieve their goals. It could be useful now for

these respondents to study the present situation, comment on the negative aspects and recommend ways to improve INSET programmes. Meanwhile, all three groups reject courses of (less than 1 week) and also of (more than 3 months), as unsuitable because of the shortness of the first and the length of the second.

In comparing the respondents of Group 1 according to the variable of their location, it was found that those from Thi-Qar province welcomed longer INSET courses than those chosen by the respondents from the other two provinces. (See Appendix 10.2, Table 1). This difference may be due to higher motivation to succeed, among low qualified respondents from Thi-Qar province. The four significant differences which were discovered between respondents with regard to the variable of their qualification perhaps confirm this explanation.(See Appendix 10.2, Table 4).

It was also discovered that the female respondents preferred the shorter INSET courses than did the males. Two significant differences (at $P<.001$ level) were found, possibly because of family commitments which still distinguish the female in Iraq, and possibly because of the females' qualifications, which were in general higher than those of the males in this study.

With respect to respondents' attitudes towards the length of INSET course in relation to the variable of "main subjects", it was found that there were four significant differences among them, and these differences reflect to some extent a slight difference in their priorities. But in

general the Academic and Commercial respondents preferred to do courses of shorter duration than did their colleagues from the Industrial and Agricultural departments. (See Appendix 10.2, Table 3). This situation could be attributed to the belief of the latter two groups that their subjects needed a longer duration to be adequately covered.

It may be assumed that all the respondents would wish INSET courses to concentrate on a limited number of subjects rather than to try to cover more in a general way. If this is so, refresher courses should require a relatively short time to achieve their aims, which should be to teach rather than provide qualifications. However, it is the wish of the respondents that INSET courses should undertake to refresh and qualify at the same time, an approach which the central education policy has recommended.

10.5 Variable 4 "Course subjects":

The area of teaching subjects and curricula was rated by the 232 respondents of Group 1 (187, 31, and 14 as 1st, 2nd and 3rd choice; Weighted Mean 106.2) as priority number one for INSET course topics. (See Table 10.5) Meanwhile, they felt they had difficulties in subject content and teaching methods which impelled 285 teachers and instructors to list this area as their second priority. It is worth mentioning here that many (53.3%) teachers and instructors in the sample were teaching more than one subject , and 33.3% of them were teaching subject(s) in which they were not prepared by pre-service work to teach; and as was mentioned before, the teaching staff in EVE had graduated

Table 10.5 Desired subjects of INSET Courses. (Demands and Priorities)

(Group 1 n=436, Group 2 n=42, Group 3 n=20)

Item Statements	Group number	First choice No.	First choice %	Second choice No.	Second choice %	Third choice No.	Third choice %	Weighted Mean	Priority of choice
1. Teaching subjects - more curriculum knowledge	1	187	42.9	31	7.1	14	3.2	106.2	1
	2	14	33.3	2	4.8	3	7.1	8.2	2
	3	7	35.0	2	10.0	1	5.0	4.3	2
2. Pedagogy - methods of teaching	1	96	22.0	115	26.4	74	17.0	98.7	2
	2	15	35.7	10	23.8	4	9.5	11.5	1
	3	9	45.0	3	15.0	2	10.0	5.8	1
3. Examinations, tests: methods, techniques	1	12	2.8	58	13.3	48	11.0	33.3	6
	2	3	7.1	4	9.5	3	7.1	3.3	5
	3	-	-	1	5.0	1	5.0	0.5	7
4. Classroom management: pupil behaviour, discipline	1	38	8.7	52	11.9	88	20.2	44.3	4
	2	4	9.5	11	26.2	3	7.1	6.2	3
	3	-	-	3	15.0	5	25.0	1.8	5
5. Educational technology - new teaching aids	1	36	8.3	50	11.5	40	9.2	41.3	5
	2	2	4.8	3	7.1	4	9.5	2.7	6
	3	1	5.0	3	15.0	5	25.0	2.3	4
6. Timetabling techniques	1	1	0.2	6	1.4	18	4.1	5.5	11
	2	-	-	2	4.8	4	9.5	1.3	7
	3	-	-	1	5.0	-	-	0.3	8
7. Curriculum planning	1	2	0.5	18	4.1	20	4.6	10.3	8
	2	-	-	1	2.4	1	2.4	0.5	11
	3	-	-	-	-	1	5 0	0.2	9
8. Educational psychology	1	10	2.3	29	6.7	31	7.1	19.8	7
	2	-	-	-	-	6	14.3	1.0	9
	3	-	-	1	5.0	3	15.0	0.8	6
9. Educational sociology	1	1	0.2	1	0.2	6	1.4	1.8	12
	2	-	-	-	-	-	-	-	-
	3	-	-	-	-	-	-	-	-
10. Educational guidance and counselling	1	3	0.7	7	1.6	15	3.4	6.3	10
	2	-	-	2	4.8	3	7 1	1.2	8
	3	-	-	1	5.0	-	-	0.3	8
11. Vocational (job) guidance and counselling	1	5	1.1	12	2.8	11	2.5	8.3	9
	2	-	-	1	2.4	2	4.8	6.0	10
	3	-	-	-	-	1	5.0	0.2	9
12. New developments in industry/ commerce/agriculture	1	51	11.7	56	12.8	63	14.4	54.7	3
	2	4	9.5	6	14.3	4	9.5	4.7	4
	3	3	15.0	5	25.0	1	5.0	3.3	3

from various educational and non-educational backgrounds. In addition 63.4% of them were unqualified.

This above information indicates that a high percentage of respondents needed to have more knowledge of the subject matter which they were teach. These facts may indicate that these needs and problems are attributed to the irrelevance of pre-service programmes or to personal factors related to the teachers themselves. They may also result from the continual and speedy changes in curriculum areas. The strong desire of respondents in general to have in-service training in order to increase their knowledge of subject matter and teaching methods is only to be expected, considering the limited time devoted to their pre-service education, particularly the education of instructors. Also, Teaching staff, as mentioned before, were teaching more than one subject, some subjects in which they were not prepared during their pre-service education. Difficulties arose when teaching such subjects at different levels. The special difficulties of this task have been explained by Evans who cited Lancelot, saying that "some teachers were much more effective with pupils of one level of ability than with those of another level and that the branch of mathematics being taught also appeared to affect the efficiency of the teacher. Some teachers obtained excellent results in one branch of the subject, but poor results in other branches." (10)

The teachers in this study seemed to think that they lacked information in their subjects more than they lacked

pedagogy. This is believed by the investigator to be a false interpretation of their actual needs, which are really methods of teaching. Another important factor could well be the academically unrelated pre-service programmes which do not qualify the student/teachers sufficiently to teach. This conclusion is justified by the criticism made in the most important educational document issued in 1985, and by other related studies (pre-service studies).

The second and third groups supported these teachers' needs in the area of teaching methods and pedagogy when they chose this topic as first priority; and this also indicates the importance of these needs, because the two groups - particularly Group 2- are very close to teachers and their professional problems (or should be).

Groups 1 and 3 agreed in listing the topic of (new developments in industry, commerce and agriculture) as a third priority, while Group 2 made it their fourth priority. This response from the three groups underlines the importance of the fields of scientific and technological development which are growing rapidly in the world and affect directly both the vocational subjects themselves (industrial, commercial and agricultural) and the teachers who are responsible for communicating new innovations taking place in the applied sciences.

The topic of (classroom management) was given the 4th, 3rd and 5th priority of Groups 1, 2, and 3 respectively. This in general means that teachers and instructors may be facing difficulties in managing the classroom and in regard

to discipline matters. The preferences of the three groups (1, 2 and 3) were slightly different in regard to (educational technology), being 5th, 6th and 4th respectively. It is important to note that even through teachers report an interest in educational technology, they rarely see it used as part of an in-service programme.

Widely different preferences were recorded in regard to other topics such as (timetabling techniques), (educational sociology), (educational planning), (educational guidance), and (vocational guidance), and these low percentages of responses may indicate that all the groups believed these topics were sub-sumed under others, or considered as branches of other prime selected subjects.

It is worth mentioning that many of the respondents reported through their comments that they wished to have more knowledge in the following areas:

- motivating students;
- teaching students of different abilities;
- evaluating students' progress.
- interpersonal and intrapersonal development of teachers.

At a lower level they highlighted 30 specific areas in which they desired more information and/or expertise. These subjects were:

First: The academic and cultural subjects

1. The use of an Arabic Dictionary.
2. English language
3. Civil Defence
4. Education of slow-learners. (Special Education)
5. Research design.
6. Modern Mathematics.

7. Religion Education

Second: The industrial and technical subjects

1. Modern carpentry
2. Printing
3. Computer and micro-instruments maintenance
4. Radio and colour television
5. Glass industry
6. Air conditioning,plumbing, refrigeration
7. Building
8. Fertilisers industry
9. Automotive and motor maintenance

Third: The commercial subjects

1. Educational management
2. Inflation accountancy and taxes
3. Bank management
4. General relations
5. Indexing and storing
6. Applied statistics

Fourth: The agricultural subjects

1. Agricultural buildings and structures.
2. Energy use and conservation.
3. Soil use and management.
4. Insect identification and control.
5. Small animal care and production.
6. Greenhouse management practices.
7. Soil and water management.
8. Flower arranging.

Tables 1, 2, 3, 4 and 5 of Appendix 10.2, were examined again, in order to establish whether or not there were significant differences among the respondents with respect to the five independent variables within the five prime topics of the twelve topics presented to the sample. The following results were discovered:

1. There was no any significant difference at .05 level or less between respondents from different provinces in regard to their needs in these five prime subjects; and also, they all agreed to some extent in their priorities in these matters. This indicates that they all attributed the same

importance to these subjects;

2. Five significant differences between males and females were found in this area. From these statistically analysed results, it seems that the females had more requirements than the males on (subject (s) of curriculum), and vice versa on subjects of pedagogy. It also appears from the females' responses that they needed more practice in class-room management (control of pupils' behaviour, discipline) than the males, particularly in the vocational schools, most of which have now adopted the system of mixed teaching staffs; and this expression of inadequacy among the female teachers is probably related to the fact that many of the vocational schools' principals preferred to have male teaching staff if consulted;

3. Four significant differences between the respondents were found in respect of the above variable. Only the Agricultural respondents deviated when they listed (teaching subjects and curriculum) as a second priority choice. The rest of respondents listed the topic as a first choice and perhaps this is related to the fact that the agricultural respondents did not complain about text-books as the other groups i.e. industrial, commercial and academic) did;

4. With these five prime subjects, only two significant differences were found between respondents in regard to their qualifications. Obviously the difference was significant between those who had a degree and those who had

not, in respect of, first, (own subjects and curriculum); and second, (pedagogy and teaching methods). It seems that people without a degree had more desire to attend INSET courses concerning pedagogy, than had degree-holders. (See Appendix 10.2, Table 4) This result confirmed that most (if not all) of the instructors needed more information about the way (s) of communicating their knowledge and transferring their skills to students. It is reasonable to believe that respondents who had lower qualifications also had greater deficiencies in the area of teaching methods and pedagogy;

5. Only one significant difference was found in the crosstabulation relationships between these five items selected and the responses of respondents with regard to their length of teaching experience. It appears that those who had less than 10 years' experience felt that they had a serious need to attend INSET courses which concentrated upon class-room management and pupil discipline, whereas those who had 10 years' and over, listed this subject as their 5th priority. There is no question why more inexperienced teachers expressed a greater and "definite need" for in-service training than experienced respondents. The responses of the females and the instructors certainly formed this difference because of their needs in this aspect of teaching, due to the fact that most of the groups were relatively inexperienced.

Thus, the respondents agreed in general that they would like in-service programmes to provide more:

1- Knowledge in areas of curriculum and teaching subjects;
2- Experiences in which teachers can broaden or refine their teaching methods;
3- General knowledge in new developments in the world of industry/ commerce/ agriculture;
4- Instruction on class-room management: pupil behaviour, discipline;
5- Familiarization with educational technology.

10.6 Variable 5 "Methods adopted by courses":

The respondents were asked to indicate their preferences, out of several approaches used in the teaching of INSET courses. It seems that the respondents of these three groups were enthusiastic in their choice of (demonstration lessons); the Weighted Means of this choice were 104.5, 8.8, and 6.0 by Groups 1, 2, and 3 respectively which meant that this approach was their first priority. (See Table 10.6)

In fact the three Groups' choice of this method - which is assumed to arise mainly from the teachers themselves- as first preference did not come about by chance but for some sound reasons. The most important one was that this method was already in use on pre-service courses to impart information to the student teachers. It was probably due also to their lack of experience or knowledge of other methods.

The second priority choice made by Groups 1 and 2 (Weighted Means 91.5 and 8.7 respectively) was the method of

Table 10.6 Preferred teaching methods for INSET courses. (Demands and Priorities)

(Group 1 n=436, Group 2 n=42, Group 3 n=20)

A. Opinions of Respondents Item Statements	Group number	First choice No.	%	Second choice No.	%	Third choice No.	%	Weighted Mean	Priority of choice
1. Lectures	1	82	18.8	14	3.2	55	12.6	54.8	4
	2	10	23.8	-	-	7	16.7	6.2	4
	3	4	20.0	2	10.0	3	15.0	3.2	3
2. Workshops and study groups on various subjects	1	24	5.5	29	6.6	17	3.9	24.5	7
	2	3	7.1	3	7.1	3	7.1	3.0	6
	3	4	20.0	2	10.0	2	10.0	3.0	4
3. Demonstration lessons	1	129	29.6	87	20.0	66	15.1	104.5	1
	2	9	21.4	11	26.2	4	9.5	8.8	1
	3	7	35.0	7	35.0	1	5.0	6.0	1
4. Discussions	1	79	18.1	94	21.6	56	12.8	80.2	3
	2	8	19.0	7	16.7	8	19.0	7.6	3
	3	2	10.0	5	25.0	6	30.0	3.7	2
5. Visits to industry/commercial firms/farms	1	93	21.3	104	23.9	62	14.2	91.5	2
	2	9	21.4	11	26.2	3	7.1	8.7	2
	3	2	10.0	1	5.0	3	15.0	1.8	5
6. Visits to other schools (to exchange experience)	1	25	5.7	82	18.8	83	19.0	53.7	5
	2	2	4.8	8	19.0	5	11.9	4.5	5
	3	1	5.0	2	10.0	-	-	1.2	6
7. Opportunity to do own study, research	1	15	3.4	20	4.6	71	16.3	26.0	6
	2	2	4.8	1	2.4	6	14.3	2.3	7
	3	-	-	1	5.0	4	20.0	1.0	7

B. Comments and Suggestions of Respondents: (*)

1. Formal lecturer followed by questions from the participants.
2. Seminars of 15 persons led by a specialist in the subject.
3. Committee work.
4. Inclusion of conferences, national conventions
5. Self-instruction modules or professional reading.
6. Micro-teaching, an effective format for providing practice and feedback.
7. More time given to informal interaction among teaching colleagues.

(*) The words differed but the points that were made by the respondents were similar.

(visits to industry/ commercial firms/ farms). In fact, it seems that this approach was important for the majority of respondents from the vocational and technical schools, and also of the principals and supervisors according to the nature of their subjects and duties. On the other hand, Group 3 counted this as their 5th choice. This may be because of their satisfaction that this method was already included in various INSET activities and because their desire to have the lecture method, which they made their third priority.

The Weighted Mean (80.2) of Group 1 represents (discussions) as their third priority. This method may have attracted their support as a means of solving both classroom and curriculum problems at the same time. It seems the Group 2 had the same view, also listing it as their third choice of method, while Group 3 listed it as their second.

It is surprising to note that so many (82, 14 and 55 as first second and third choices by Group 1) chose the lecturing method after so much criticism of its usefulness has been made by so many educationists recently. The interest of respondents in having lectures is possibly caused by their belief that their teaching can be improved mainly by improving their own lecturing style. It is also possible that they are reluctant to try to develop new skills because of the additional burden associated with implementing new methods. Besides, they are more familiar with lecturing methods compared to other methods and they

use lecturing most of the time. In any case, Groups 1, 2 and 3 listed this method 4th, 4th and 3rd priority respectively. It is possible that those who gave this method priority also meant the formal lectures to be followed by group discussions and question sessions. In fact they use mostly lecturing methods and are less concerned with others.

An exchange of teaching experience by visiting other schools was given 5th priority by both Groups 1 and 2, whereas Group 3 gave this method 6th priority. When teachers exchange ideas with other teachers they will go back to their class-rooms to put the idea into practice. They need to be able to integrate the new ideas with what they already know, and they will draw from their experience to make the new ideas work. As Knowles (1978) stated, adult learners learn through their own experience, and thus the emphasis in adult education should be on experiential techniques and peer-helping activities.[11] This low value of Weighted Mean of responses favouring visits to other schools could be because the respondents' opinions were moulded by its inclusion in INSET courses already. Observation of one's own or another's teaching skills through the use of a videotape recorder should be a part of in-service technique in future.

Teachers also report a desire to spend more time interacting informally with colleagues. Classroom teachers are often isolated from their fellows by the responsibilities of their position and the structure of the school facility. The contact with other adults is often limited to brief exchanges of greetings and the sharing of

information relative to the tasks in hand. So it seemed that the respondents know little either professionally or personally about those with whom they are working. Yet the need for such interaction between teachers appears to be a need for a school environment that encourages teachers to work and learn together.

In addition to this, the INSET programme planners should be aware of the fact that INSET training is essential for professional growth. This growth is encouraged by the activities that allow for teaching staff members to visit and observe classes within their school and/or others. It is also fostered by participation in small groups for the purpose of working together to solve educational problems.

In respect of the method of (workshops and study groups), Group 1 chose it only as 7th priority, due possibly to the ignorance of the respondents, i.e. lack of experience of such methods. Group 3, however, listed it as 4th priority. The case was similar with Item 7, i.e. the method of independent study and research (last item in Table 10.6). Perhaps this finding merely indicates that the respondents knew very little about such methods, too little to know if they needed such help, so they simply responded in a positive way.

It could also be said that there are other unpalatable facts that must be faced: one is that many groups of teachers have not, as a rule, effectively shared their expertise with colleagues, or systematised their collective

experience in a coherent way. Teachers and instructors have a tendency to work in isolation, especially those in the vocational fields. The other fact is that teachers generally have not been keen to support others' research or pursue personal study which might expand their professional wisdom.

Fourteen significant difference were found from 35 crosstabulation relationships between the independent and dependent variables (i.e. the seven items variables and the dependent ones). It seems that:

1. In spite of the fact there were 3 significant differences between respondents according to their locations, there were no essential differences between them in their priorities; (See Appendix 10.2, Table 1.)

2. Two significant differences between the male and females' responses regarding the method of (visiting industry ...) and (visiting other schools ..). But one of these significant differences accompanied differences in their priority. In the rest of the items there were no significant differences;

3. Table 3 of the same Appendix shows five significant differences among the respondents in regard to their main subjects related to INSET methods. The academic and commercial respondents listed (discussions) as their 1st priority, while (visits to industry and .... farms) was listed as 1st priority by the industrial and agricultural respondents. However, all of them agreed that the (demonstration lessons) method was their 2nd priority. Of course the attitudes of these industrial and agricultural

respondents result from the nature of their applied subjects. They may have wished to avoid the theoretical and academic aspects which distinguish the past and present INSET courses. The latter reason could explain why the academic respondents put the (lectures method) as their 3rd priority;

4. From Table 4 -Question 16- of Appendix 10.2, it appears that those respondents with low qualification had a greater desire to make visits to industrial, commercial, and agricultural firms and farms, than did those with a Bachelor degree, which may indicate that the former group had insufficient enough activities of this kind during their pre-service programme, and because of their subjects' nature;

5. Only one significant difference exists between respondents in regard to their length of teaching experience related to the area of method adopted in the INSET course. But in general it could be said that the respondents had the same priorities particularly with Items 1, 3, 4, 5 and 6.

It can be said from the above information that INSET programmes should utilise a variety of learning situations, remembering that formats, techniques depend also upon needs, resources, and the attitudes of trainees. It seems that INSET programmes which use variety and innovations in teaching styles and techniques are regarded by the trainees as useful, increasing their enthusiasm. Many more methods should be adopted by INSET courses, such as self-study,

supervision, coaching, micro-teaching, conferences, internship, practicum, community work, cultural experiences, and presentations. There are also many techniques which can be utilised, such as observation, modelling, orientation, case-study, counselling.

10.7 Variable (6) "Evaluation of course":

We are told that "evaluation is recognised as a key stage in the staff development cycle. It is frequently the stage which is least well carried out in practice and most often ignored or avoided. To many, it is a threatening activity since it may expose deficiencies in the provision of INSET". (12)

From Table 10.7, it can be seen that the teachers and instructors indicated that their first priority for a course evaluation method was (by written essay or report of research, at the end of the course) which would demonstrate what had been acquired personally from the course and/or the extent of the research they had done. In fact, this overall choice (115, 132, and 93 ticks by Group 1 as 1st, 2nd, and 3rd choices which made their Weighted Mean 117) came as their reaction against the traditional evaluation method, namely, (by a written examination at the end of the course) which was limited to 4th priority choice by the same group (Group 1). Meanwhile, this group listed (a practical test at the end of the course) as overall 2nd priority choice (138, 93, and 43 ticks as 1st, 2nd and 3rd choices, with a Weighted Mean of 107.2) which is generally seen as more suitable for vocational teaching staff, particularly

Table 10.7 Evaluation of teachers' benefits from INSET courses. (Demands & Priorities)

(Group 1 n=436, Group 2 n= 42, Group 3 n=20)

A. Opinions of Respondents Item Statements	Group number	First choice No.	%	Second choice No.	%	Third choice No.	%	Weighted Mean	Priority of choice
1. By a written examination at the end of the course	1	73	16.7	47	10.8	70	16.1	63.8	4
	2	10	23.0	5	11.9	8	19.0	8.0	3
	3	6	30.0	5	25.0	1	5.0	4.8	2
2. By a practical test at the end of the course	1	138	31.6	93	21.3	43	9.9	107.2	2
	2	15	35.7	9	21.4	5	11.9	11.3	1
	3	7	35.0	6	30.0	4	20.0	6.1	1
3. By an essay or report of research, at the end of the course	1	115	26.4	132	30.3	93	21.3	117.0	1
	2	7	16.7	12	28.6	5	11.9	8.3	2
	3	5	25.0	3	15.0	5	25.0	4.3	3
4. By an oral test at the end of the course	1	26	6.1	77	17.7	61	14.0	48.8	5
	2	3	7.1	5	11.9	6	14.3	4.2	5
	3	2	10.0	2	10.0	5	25.0	2.5	4
5. By no evaluation, just the record of attendance	1	87	20.0	69	15.8	89	20.4	81.3	3
	2	6	14.3	4	9.5	1	2.4	4.5	4
	3	2	10.0	3	15.0	2	10.0	2.3	5

B. Comments and Suggestions of Respondents: (*)

1. The design of INSET programmes should include evaluation criteria.
2. Courses should be evaluated by means of questionnaires answered by the trainees.
3. Courses should be evaluated by observing the later achivements of the trainees' students.
4. Immediate (summative) evaluation should be made to determine the overall effects of the programme on the trainees.
5. Self-appraisal should be the primary source of evaluation.
6. A combination approach of questionnaires, interviews, classroom observation and official ratings could be developed.

(*) The words differed but the points that were made by the respondents were similar.

for instructors. In fact, a significant difference at level of P<.001 was found between academic teaching staff and vocational members. The instructors (Diploma or Preparatory School Certificate) made this method as their 1st priority choice, whereas the academic teachers

made it their 5th choice. (See Appendix 10.2, Table 3)

Teachers and instructors welcomed as 3rd priority (87, 69, and 89 ticks for 1st, 2nd and 3rd choices -Weighted Mean 81.3) that it was enough for trainees simply to attend a course. According to their view, attendance at a course is an important matter, and the matter of the trainer-trainee interaction in the course is dependent upon the teaching method adopted, the trainers (lecturers) and many other factors. It was found that there was a significant difference at level of $P<.001$ between the male and female respondents in regard to this method of evaluation. (See Appendix 10.2, Table 2). This may confirm that the female staff are more reluctant to use other methods, particularly the examination method.

Generally, the respondents of Group 1 did not believe a written or oral examination was a satisfactory or acceptable way to evaluate trainees' achievements (in knowledge and skills). The aims of the courses and the types of trainees determine the methods of evaluation used, so the evaluation should be seen not as a kind of achievement test but as a diagnostic test, particularly if the aims of the courses are to promote professional competency for which various approaches are needed.

In respect of the priorities chosen by Groups 2 and 3 it can be said that there are many differences between the two groups, but it appears that both of them supported the written examination method more than Group 1 did. This attitude may be based upon the ease of carrying out this

type of evaluation despite its unpopularity among trainees themselves, and in spite of Groups 2 and 3 knowing already that this method is unsuitable in assessing acquired skills. Yet both groups agreed that their first priority was the practical test method at the end of the course.

However, many respondents commented that questionnaires designed by specialists are excellent aids to achieve the two kinds of evaluation, the summative and the formative (including the pre-assessment evaluation). Unfortunately, the EVE with its training institute (IAVD) does not at present have any such experts.

The respondents also made the following comments:

- A set of evaluation criteria should be built into the design of INSET courses or programmes;
- The criteria of evaluation should be constructed with the help of trainees;
- The achievement of school students should be used as means of INSET effectiveness.

All three groups were asked what kind of professional they thought would be best suited to carry out the follow-up. They were all different in their choices, each choice being given with its own justification. Group 1 saw the supervisors as the best body to direct in the follow-up of the trainees because the supervisors were already prepared for this duty. (See table 10.8). The principals favoured the last choice, possibly because of the respondents' awareness that school principals have limited ability. It

Table 10.8 Follow-up of trainees (Group 1 n=436, Group 2 n=42, Group 3 n=20)

A. Opinions of Respondents	Group 1		Group 2		Group 3	
Item Bodies	Demand	Priority	Demand	Priority	Demand	Priority
1. By the school's principal	75	3	13	1	6	2
2. By educational supervisors	161	1	7	3	3	3
3. By course organisers	101	2	9	2	8	1

B. Comments and Suggestions of Respondents: (*)

1. The trainees should take active part in evaluating the INSET programmes.
2. Evaluation of INSET programmes should be conducted by trainees and experts familiar with the programme in question.
3. INSET programmes should be evaluated by both the administrators and trainees.
4. Teachers and administrators should be responsible for maintaining the results learned from INSET training programmes.
5. The primary responsibility of evaluating the INSET programme should be placed on the trainees themselves.
6. The following-up is very complex operation, particularly in schools.

(*) The words differed but the points that were made by the respondents were similar.

seems that there is not a good relationship between teaching staffs and their principals. But the choice may also be due to the knowledge of the load of administrative duties that lie heavy upon the principals' shoulders.

The lecturers believed that the best body to do follow-up is the organisers of the INSET courses themselves. But Group 2 believed that the organisers of the course could not follow up trainees in their own schools, so that the schools' principals should carry out this operation.

Many of the comments and suggestions of the respondents appeared to suggest that the follow-up of trainees in their own schools was a complex and difficult operation. The interviewees supported this idea. (See Chapter 11). It could be said that the in-service training programme should be

evaluated by a third party evaluator, or by everyone involved - the trainees themselves, supervisors and principals, and the courses' providers/organisers.

10.8 Variable (7) "Motivation to attend": (Reasons for participation)

To discover what were the potential motives which might follow from the wishes and needs of teachers and instructors taking part in INSET activities, a series of eight carefully prepared questions were presented to the respondents in order to discern their underlying motives.

From a reading of the result of Table 10.9 it appears that the first priority of Group 1 was (to update the teaching staffs' knowledge of their own subject); (241, 100 an 32 ticks indicated 1st, 2nd and 3rd choice respectively, the Weighted Mean being 159). The second priority of Group 1 was (to update professional skills and teaching methods); (40, 175 and 88 ticks as 1st, 2nd and 3rd choice -Weighted Mean 93). The Group 3 viewed two above reasons (updating of teachers' knowledge, updating teaching methods) as meriting the same level of priority i.e. as coming 1st, while Group 2 placed them 1st and 3rd respectively. The high interest of the teachers and instructors in general (and also of Groups 2 and 3) in having in-service training to help increase teachers' and instructors' knowledge of their subject matter and of alternative teaching methods is reasonable, considering the inefficiency of pre-service programmes and the limited time devoted them. Besides, as

Table 10.9 Main aims of teachers in attending INSET courses. (Demands and Priorities)

(Group 1 n=436, Group 2 n= 42, Group 3 n= 20)

A. Opinions of respondents			First		Second		Third		Weighted	Priority
Item Statements	Number		choice		choice		choice			
			No.	%	No.	%	No.	%	Mean	of choice
1. To enhance self-esteem										
	1		56	12.8	19	4.4	18	4.1	37.3	5
	2		1	2.4	1	2.4	-	-	0.8	5
	3		2	10.0	1	5.0	1	5.0	1.5	4
2. To gain promotion										
	1		21	4.8	20	4.4	18	4.1	20.2	6
	2		3	7.1	-	-	-	-	1.5	9
	3		2	10.0	2	10.0	-	-	1.6	3
3. To make it possible to take up different duties										
	1		58	13.3	41	9.4	89	20.4	57.5	3
	2		13	31.0	6	14.3	8	19.0	9.8	2
	3		2	10.0	2	10.0	3	15.0	2.2	2
4. To update teachers' knowledge of their own teaching subject										
	1		241	55.3	100	22.2	32	7.3	159.2	1
	2		19	45.2	10	23.8	6	14.3	13.8	1
	3		4	20.0	6	30.0	4	20.0	4.7	1
5. To update and improve professional skills and teaching methods										
	1		40	9.2	175	40.1	88	20.2	93.0	2
	2		5	11.9	15	35.7	7	16.7	8.7	3
	3		5	25.0	5	25.0	3	15.0	4.7	1
6. For the personal satisfaction of teachers/instructors										
	1		8	1.8	18	4.1	25	5.7	14.2	7
	2		-	-	-	-	3	7.1	0.5	7
	3		-	-	-	-	-	-	-	-
7. To meet vocational teachers/ instructors from other schools										
	1		10	2.3	52	11.9	102	23.4	39.3	4
	2		-	-	1	2.4	2	4.8	0.7	6
	3		-	-	-	-	2	10.0	0.3	6
8. To have a break from teaching										
	1		7	1.6	8	1.8	45	10.3	13.7	8
	2		-	-	-	-	1	2.4	0.2	8
	3		-	10.0	-	-	-	-	1.0	5

B. Comments and Suggestions of Respondents: (*)

1. The motivation of trainees determines the success of INSET programmes.
   INSET courses should aim:
2. to increase effectiveness of beginning teachers or new staff member.
3. to help teachers in creating diagnostic -prescriptive teaching.
4. to help teachers inintegrating career and/or environmental education into the total programme in the school environment.
5. to foster situations where teachers and administrators work as friends and equals in solving educational problems.
6. The compulsory INSET programmes are not always effective.
7. The initiation stage of INSET programmes should include the provision of information about the aims.

(*) The words differed but the points that were made by the respondents were similar.

noted by several educators, (13) (14) (15) pre-service education programmes provide insufficient background to the content areas.

In fact, the above priorities were found to be consistent with the same people's priorities regarding subject matter which they had indicated in answering a previous question (No.15). Thus, these responses confirm the interpretations of the arguments posited in relation to pre-service programmes and the difficulties they posed for graduates; in other words, they confirmed the inadequacies and weaknesses of pre-service courses' content, especially in pedagogies. This result should serve as a spur to INSET planners to take the necessary steps to qualify teachers who are unqualified, and to update their teaching methods. Refresher courses are also obviously required to answer the various needs of teaching staff, including the updating of their knowledge. This would enable them to keep pace with those subjects which are being constantly revised.

The reason or aim: (to enable teachers and instructors to undertake different duties) was put as their third priority by Group 1, among other reasons which indicate the respondents' feeling that INSET should promote the ability of the teaching staff to adapt themselves to other duties, whether in the technical, scientific or school administration areas.

The exchange of teaching experience between one school and another or between teachers in the same school, was given fourth priority by Group 1.

The remaining four choices did not command a high percentage of support. These were (to enhance self-esteem), (to help in promotion), (for personal satisfaction) and (to get a break from teaching), and were listed by Group 1 as 5th, 6th, 7th, and 8th priority respectively.

Statistically, it was found that only 7 significant differences existed among 40 crosstabulation relationships at between $P<.01$ and $P<.05$ levels, but fortunately the differences had no effect upon the selected priorities according to the independent variables.

It is useful to discuss why these items which are significant differ from the rest of the items. If we look at the degree of freedom and value of chi-square of each item in accordance with Tables 1, 2, 3, 4, and 5 of Appendix 10.2, it appears that no items, with the exception of 7 of them, are on the significance level of .05 or less. Therefore they show no relationship. A significant difference can occur by chance or from the way in which the tables are arranged.

It was suggested by some of the respondents that some types of courses that allow a reward added to salary should be increased to rid the system of mere promises which are many times broken. It was also suggested that types of training should be developed which would be of more value to teaching staff. It is possible that those who are in the greatest need of INSET, among them those unenthusiastic teachers who would not attend INSET even if promotion prospects were increased, might attend if INSET courses were

locally held with other teachers from their neighbourhood also attending.

In addition, many other respondents stated that compulsory INSET programmes are not always effective, and it is therefore necessary to exert pressure on trainees to participate. Others said that the initiation stage should include the provision of information about the aims of an INSET programme. Thus, it is clear that teaching staffs' primary and secondary reasons for attending as well as their other needs, deserve more care and attention paid to them by INSET programme planners in the future because each type of motivation seeks a type of INSET course, e.g. for updating knowledge, for selected areas of need, for providing qualifications, and to answer the special needs of probationary teachers as a group. In addition, there are those who need INSET courses for the purpose of school administration, as well as those who are making the transfer from industry to teaching. Other courses are needed to discover and develop leadership ability. All these and other courses are required by the education sector.

Whatever the case in general, the majority of respondents in this study gave reasons which motivate teachers to attend INSET activities which could be summarised as follows:

1- To update the knowledge of the curriculum and the subject (s) taught;

2- To update and improve the classroom skills and teaching methods of teaching staff members;

3- To enable teaching staff to take up other duties in schools.

10.9 Variable (8) "Incentives and rewards":

In spite of this area being the most difficult aspect of the INSET scene in Iraq, the teachers and instructors were invited to state whether they were willing to make an equal sacrifice of part of their vacation and work time to participate in INSET activities, i.e. devoting possibly one month or more from their vacations to go away from home.

In response, 73.4% of the respondents stated the importance of giving incentives and rewards to those who participated in any INSET activity, while 14.7% indicated INSET was part of their teaching duties so that for them no incentives were required, 11.9% of the respondents could not make up their minds upon the subject.

With the help of the Chi-square test (X^2 test), a check was made of the null hypothesis which stated that there were no significant differences between respondents in regard to their perceptions of (INSET) needs in selected areas. It was found, using 8 crosstabulations of results [16] (See Appendix 10.3, Tables 1, 2, 3, 4, 5, 6, 7 and 8), that only one relationship was a significant difference (X^2 = 19.56305; D.F.= 6; at P<.04 level) between the three Groups 1, 2 and 3. Hence, the results for all the rest of the relationships are not significant. It is worth mentioning here that the percentages of 73.4, 90.5 and 85 of Group 1, 2 and 3 respectively who supported the principle of giving

incentives and rewards, confirmed that all three groups have markedly similar opinions. All this leads the investigator to retain the hypothesis regarding these relationships.

Thus, it can be concluded statistically that teachers/ instructors, administrators (principals and supervisors) and the lecturers on INSET courses in the field of vocational education in Iraq, irrespective of their role and status, have markedly similar opinions about incentives and rewards for INSET course participation.

From the responses the picture emerges, as represented by Table 10.10, where we can see that financial rewards act as a fillip, energising respondents' enthusiasm. Thus, we can see that nearly 40%, 37% and 17.6% of the respondents of Groups 1, 2, and 3 respectively agreed that 100-150, 150-250, and 250 or more I.D. should be paid to those who follow INSET courses in the future , for a duration of (less than one month), (1-3 months) and (more than 3 months) respectively. The financial consideration of Group 1 may be due to the view that the INSET courses have advantages for the system, but not for them. It may also be to offset the loss of extra earnings incurred while attending INSET courses; many teachers earn money by working in small businesses at the same time as filling part-time lecturers' jobs (17) (18). It appears that many INSET participants are entitled to travel and subsistence allowances, but there have been complaints in this area because the allowances are not enough to cover current costs. In fact, teaching staff do not welcome the chance to attend INSET courses from which

Table 10.10 Attitudes to financial incentives and rewards for doing INSET courses.

A. Incentives and rewards Suggested by Respondents:

Suggestion number	Types of incentives suggested : (1) For course with duration of less than 1 month	Number and percentages those who suggested Group 1 (n=372) No.	%	Group 2 (n=40) No.	%	Group 3 (n=20) No.	%
1	Paying less than 150 I.D.	147	39.5	15	37.5	3	17.6
2	Writing a "thank-you" letter	37	9.0	5	12.5	1	5.9
3	Awarding a certificate	53	14.2	-	-	3	17.6
4	Promotion in career	21	5.6	4	10.0	-	-
5	Giving a grant to cover all course expenses	32	8.6	2	5.0	4	23.5
6	Other incentives and rewards	27	7.3	5	12.5	6	35.3
	No answer given	55	14.8	9	22.5	-	-
	Total & %	372	100.0	40	100.0	17	100.0
	(2) For course with duration of 1 to 3 months						
1	Paying 150-250 I.D	147	39.5	15	37.5	3	17.6
2	One year's increment in salary	38	10.2	5	12.5	1	5.9
3	Awarding a certificate	53	14.2	-	-	3	17.6
4	Promotion in career	20	5.4	4	10.0	-	-
5	Giving a grant to cover all course expenses	31	8.3	2	5.0	4	23.5
6	Other incentives and reward	28	7.5	5	12.5	6	35.3
	No answer given	55	14.8	9	22.5	-	-
	Total & %	372	100.0	40	100.0	17	100.0
	(3) For course with duration of 3 months & over						
1	Paying more than 250 I.D	146	39.2	15	37.5	3	17.6
2	Raising by the one more degree on salary scale	39	10.5	5	12.5	1	5.9
3	Awarding a certificate	53	14.2	-	-	3	17.6
4	Promotion in career	20	5.4	4	10.0	-	-
5	Giving a grant to cover all course expenses	31	8.3	2	5.0	4	23.5
6	Other incentives and rewards	28	7.5	5	12.5	6	35.3
	No answer given	55	14.8	9	22.5	-	-
	Total & %	372	100.0	40	100.0	17	100.0

B. Comments of Respondents: (*)

1. The results of the evaluations of INSET programmes should be used by administrators for planning budgets, promotion, salary increases, rewards, etc.
2. Costs of INSET programme should be borne at province level, by the teachers and the local community.
3. Resources should be provided to support the implementation of results derived from INSET programmes.

(*) The words differed but the points that were made by the respondents were similar.

they neither benefit financially nor gain additional qualifications.

Nearly 10% of Group 1's respondents favoured a (thank-you letter), (one year increment in salary), and a (rise of one degree on the salary scale) in respect of the three lengths of courses already mentioned, while 12.5% and 5.9% of Groups 2 and 3 supported this suggestion. A little more than 14% of the responses to this question made the condition that a recognised certificate should be awarded and taken into account for promotion purposes, or might be evidence to prove that they have attended an INSET course. This suggestion was supported by 17.6% of Group 3. It is worth mentioning that at present there is no record kept of training which leads to people being recommended twice or more for INSET training.

Meanwhile, more than 5% of Group 1 and 10% of Group 2 consider promotion the best incentive which can be given. A proportion of approximately 8% of the respondents of Group 1, 5% of Group 2 and 23.5% of Group 3 stated giving a grant to cover all expenses, i.e. travel, accommodation would be sufficient. About 7%, 12% and 35% of the respondents of Groups 1, 2, and 3 respectively mentioned a number of types of incentives as follows: giving priority in university admission, sending abroad to participate in advanced training courses, giving preference to first choice of area of work, and being completely released from all duties to attend INSET courses.

It is interesting to note that the material benefits such as giving limited expenses, one year's increment in salary, and raising by one degree on the salary scale, were more popular than non-material benefits because tangible remuneration was preferred to the other promised rewards for attending INSET courses which EVE had not fulfilled. Also, in general, the teachers' and instructors' comments and suggestions noted that the official pressure placed on the trainees to attend INSET were especially onerous to those who must leave home to participate. Thus, many of the respondents suggested a variety of types of rewards and incentives. This indicates the negative aspect of no obligation i.e. not giving promised incentives. This in turn, indicates that a review of the system of incentives must be carried out.

From the information above, it can now be said that the assignment of educational leadership is intended as a motivating incentive to make INSET programmes effective. Both intrinsic and extrinsic rewards, whether extra payment on salary or credit towards an advanced degree, should be established. That, in spite of the investigator's satisfaction that academic curiosity is an effective incentive for motivation, is on a higher plane of self-esteem and self-realization, and is the most effective incentive.

The investigator sees the importance of fostering in the teachers' minds, the belief that the sacrifices involved in attending INSET are a duty because of the professional

benefits gained, and these by their own merits should be the main incentives. This willingness to make some sacrifices should emerge as a consequence of serving the vocational schools and in particular the educational system in general. Since this belief is in the interest of the educational system as a whole, the educational administration should provide teachers with further incentives which they see as necessary.

10.10 Reluctance to participate in INSET courses:

This concerned the matter of discouragement from undertaking INSET courses in the future. Teachers were asked to choose from eight statements (See Table 10.11), one or more of which accurately represented their major discouragement, preventing them from undertaking INSET activities in the future.

The investigator wanted to question only those who did not wish to attend INSET courses in the future (i.e. those who answered "No"). However, the question was answered also by those who either said "Yes" or "Undecided". They did so because the question was understood as "what would be the reason(s) that would hinder the teaching staff from participating in future?" Moreover, those who wished to justify their future desire to do an INSET course answered the question regardless of future hindrances that might prevent them from doing so. They may also have wanted to point out shortcomings in the previous courses attended. These interpretations were derived from many of the respondents themselves when interviewed.

Table 10.11 demonstrates that 26.7% of the respondents pointed to family commitments as hindrance to the attending of INSET courses. This percentage was made up of both males and females. However, more females believed that family commitments could be a hindrance to attending than males. This may be due to the traditional Iraqi family where the domestic responsibilities lie almost totally with the females. This result is in spite of the fact that statistically there is no significant differences, between the males and females. (See Appendix 10.4, Table 2).

Table 10.11 Reasons for unwillingness to attend INSET courses.

Items, ranked in order	No. ticking this, out of 487	% ticking this, 487 = 100%
1. Family commitments	130	26.7
2. Existing courses are unsuitable in location	110	22.6
7. Existing courses are unsuitable in their timing	74	15.2
3. Existing courses are unsuitable in subject content	61	12.5
4. In the past I have found such courses to be a waste of time	49	10.1
5. I feel adequately informed and educated	48	9.9
6. I am satisfied with my teaching methods	48	9.9
8. Existing course are well-known to be a waste of time	42	8.6

B. Comments and Suggestions: (*)

1. Existing courses lack financial rewards.
2. The history of previous INSET experiences affects new INSET programmes.
3. It is the responsibility of all teachers/instructors to carry-out the INSET programmes.
4. INSET courses have been planned by so-called "experts" with no experience in the classroom.

(*) The words differed but the points that were made by the respondents were similar.

Those with longer teaching experience supported the idea of family commitments more than did those with less experience, such that a significant difference was seen at level P<.02. In addition, a significant difference (P<.001) was found between the respondents with different main subjects and those with different qualifications at P<.01 level and between respondents according to different locations of P<.001 level. The reason of INSET courses being held in unsuitable venues was affirmed by 22.6% of the total number of respondents. This possibly indicates that consulting teachers about venues beforehand is a very important policy, especially because the majority of INSET courses are held in the Baghdad area with the consequence that people must leave family and personal obligations to participate in professional activities. Maybe in order to reduce disincentives in future, INSET courses could be carried out in VSs in each province. It seems that the external problems (i.e. those outside school) which are related to personal affairs and family commitments affect the teachers to a high degree. Consequently the nature of the duties which are performed by the teachers outside schools and also the role of females in Iraqi society influence the degree of participation by both male and female teachers in INSET activities. The locations in which INSET courses are held should be as near as possible to where the teachers normally work to minimise these external problems.

12.5% of the respondents said INSET content was unrelated to their needs, in contrast to what it should be. It can be said that planners are responsible for implementing training policy, and some of these unfortunately do not have a real understanding of INSET policy and INSET requirements. They do not interview trainees beforehand, do not provide enough time and opportunity to discuss trainees' problems. The statement that INSET content was unrelated to needs was also massively supported by those who were older and had more teaching experience, and had already undertaken INSET previously. It was also supported by the better qualified teachers and instructors, and statistically significant differences at different levels confirm differences in their points of view due to the independent variables of the respondents.

Meanwhile, 10.1% of the respondents reporte on the problem of time-wasting on INSET with great feeling, and the observations made were often related to lack of opportunity to discuss the problem. This 10.1% represents nearly 20% of the total number of those who had done INSET previously. No doubt previous difficulties with INSET caused this situation. The same reason may have been behind the responses of the 8.6% who indicated that certain courses were well known to be a waste of time.

Many respondents complained about the number of trainees being prepared in the use of equipment being far more than would have opportunity to use the equipment available. They indicated also the problems facing EVE and

its institute IAVD due to the lack of administrative and managerial personnel whose experience in the technical and vocational fields is of a sufficiently competent level to provide present guidance or to plan future training and evaluation.

A number of respondents pointed to the fact that INSET was being planned by so-called "experts" with no experience in the classroom. Many respondents said a person is not an expert in this field unless he/she has engaged in actual classroom activities and problems; otherwise to be called an "expert" was nonsensical, for no INSET training could replace actual contact with colleagues with classroom experience.

It could be said there were many other reasons which made people reluctant to participate on INSET courses, such as:

a) The difficulty of travelling daily to an INSET course;
b) The problem of finding a proper replacement for trainees so that colleagues will not be inconvenienced;
c) The fact that the students will be made to suffer, even if a replacement teacher is available.

Nearly 10% of the respondents felt that their training was adequate and they needed no more, being confident in the adequacy of pre-service education. The self-confidence may have been due to the bad reputation of previous INSET courses which had not introduced any innovations or new techniques to stir up fresh enthusiasm for INSET training.

There is no any evidence that those who had attended INSET activities had any greater desire for in-service courses than those who had not attended, but it seems that the enemy of in-service to most teachers is the factor of time - time to allow the minimum of consultation and communication with colleagues that is required. All these reasons could be behind the negative attitudes toward future INSET activities. The activities were no doubt expected by the respondents to be planned by the previous organisers, so they had no faith in the INSET situation.

Appendix 10.7 summarises the number of significant and other differences which were discovered by the 235 crosstabulations of relationships between the 5 independent variables of the respondents of Group 1 and the 47 items related to INSET course in the future (dependent variables).

In general, 83 (35.2%) of these crosstabulation relationships were significant, the rest 152 (64.7%), were not at all significant. 65 (27.7%) of the total relationships were very significant and complementary to the different' respondents' priorities. The above results confirmed the differences in general between respondents even with 5 independent variables which had similar priorities representing needs and desires.

10.11 Qualifying courses:

In earlier parts of this study the kind of short courses of less than one year duration were discussed, so we turn now to the longer type of course of one year or more. These kind of course have the aim of improving the teaching

staffs' qualifications. The investigator presented the teachers and instructors with six choices in a questionnaire according to the pre-condition of individual qualifications, the respondents being free to make as many choices as they liked.

The data of Table 10.12 show that 39.4% of the B.A. and B.Sc. teachers who had graduated from non-educational colleges desired to attain higher qualification (diplomas) in education, namely, an Honours Degree, (36.2% wishing to study for one year full-time and 3.2% for two years part-time). A further examination of the data shows that 28.9% of the commercial teachers wished to obtain a higher diploma - this group representing the highest percentage - as against 18.2% of industrial teachers, who represent the lowest one.

87 (79.8%) of the diploma holders expressed their wish to do a B.Sc. in a vocational subject (69.7% in two years full-time and 10.1% in four years part-time), while 48.1% of the instructors who were Vocational School Certificate holders, wished to do a Diploma in vocational subjects, and 41.7% wished to do a B.Sc, also in the vocational field. Nearly 60% of the Bachelor's degree-holders (B.Sc., B.A. & B.Ed.) requested to do a master's degree in a specialist subject in their own field over two years full-time, and, in this respect, it was found that the academic teachers had the highest percentage of 80% while industrial teachers had the lowest percentage, 39.8%.

Table 10.12 Respondents' demands for "Qualifying Courses"

Respondent's background	Kinds of qualification courses requested by respondents					Total	
	Higher Diploma in education	B.Sc. in a vocational subject	Diploma in a vocational subject	Master's in a specialist subject	Correspondence courses for a certificate		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
	No. % 2-1	No. % 3-1	No. % 4-1	No. % 5-1	No. % 6-1	No.	% 7-495
1. B.A. & B.Sc from a non-educational college (n=188)	74(*)39.4					74	14.9
2. Diploma in vocational subject (n=109)		87(*) 79.8				87	17.6
3. Vocational School Certificate (n=79)		33(*) 41.7	38(*) 48.1			71	14.3
4. All of B.Sc. B.Ed. & B.A. holders (n=307)				182(*) 59.3		182	36.8
5. All sample (n=495)					55(*) 11.1	55	11.1
Total	74	120	38	182	55	469	94.8

(*)= Number of respondents desiring above degree/certificate; e.g. 188 - 74 = 114. Thus, no interest shown.

The Table 10. 12 shows also that only 11.1% of all the respondents preferred to have a further certificate by doing a correspondence course. A further examination of the data shows that there were significant differences statistically between the respondents in regard to their answering the correspondence question according to all the independent

variables selected except the variable of sex.

From the above data it can be seen that:

1. Generally, the need or desire to improve qualifications and knowledge came from the poorer qualified personnel (Diploma-holders). This could be attributed to psychological and technical reasons. Psychologically, they want to be equals with their colleagues who are more highly qualified and therefore have a dominant position in school. In other words, they have a feeling of inferiority which motivates them to get a degree qualification, hopefully by means of INSET courses. Technically, they wish to improve their standard so that they can do the best possible in their duties. The prime motive of the respondents seems to be the gaining of a higher educational qualification; it appeared clearly as the number one motive of teaching staff in Iraq. Thus, nearly 60% of the Bachelor's degree-holders in various subjects wanted to continue their higher education. The underlying reason may have been the desire for more money and better promotion prospects, with the effect that the certificate, unfortunately, is placed before skill (experience) and competency;

2. The reluctance of the respondents to continue their higher education by correspondence courses can be explained as follows:

   a) The dominant feeling is that although academic subjects can be tackled this way, it is unsuitable for vocational subjects;

b) The system is unfamiliar to staff in Iraq because it is not generally used.

Nevertheless, academic teachers form the higher percentage of those willing to achieve higher qualifications by means of correspondence courses, because of the commonly held belief that such a means is suited to academic subjects;

3. The respondents are also reluctant to pursue the part-time route, for the following reasons:

a) Teachers and instructors do not want to teach at the same time as study for better qualifications, feeling that in these circumstances they cannot do their best for both;

b) This is an unfamiliar system in the Iraqi educational framework except for evening courses, which are usually closed to teachers on account of college admission requirements;

c) Even if they were open to teachers to a minimum extent, their geographical position in Iraq would prevent many from attending the courses.

The data further examined reveal that the industrial B.Sc. holders were seeking less qualifying courses than their other colleagues. Probably this was because the work opportunities of industrial graduates outside school are far better than graduates in other fields. For the same reason the economic factor of loss of earnings while attending part-time lectures discourages them from pursuing further courses.

In general, the older members of the teaching profession and those with more experience in teaching had less desire to attend long-term courses than the younger and less-experienced teaching staff. This clearly reflects the increase in personal individual and family commitments among older teachers, and perhaps both past and present qualifying courses, as well as refresher courses, failed and still fail to implant a new spirit needed.

The degree of response to this question (469 ticks out of 495 respondents) indicates, irrespective of all other criteria, that the vocational teaching staff have a strong desire to carry on their education. This engenders hope among planners and those responsible for teaching staff development that they will be able to exploit this ambition.

In time the ambition will lead to further attention being given to those whom the investigator found unqualified, who comprise 96.6%, 56.9%, 43.1% and 100.0% of the B.A., B.Sc., Diploma and Vocational Secondary School Certificate holders respectively.

10.12 Roles and participations:

The last part of the survey (Questions 20 & 21) was designed to give all the respondents a further chance to suggest ways and means of improving the quality of teaching in schools, raising their own professional status, and increasing and improving the provision of in-service training. It was hoped to attract comment also on other administrative and technical matters relevant to the survey

as a means of recording opinions on whether those in charge in INSET activities should be teaching staff themselves or other persons and bodies. However, this section contains two questions which were presented for impressions and notes of teaching staff, supervisors, principals and those lecturers who were teaching on INSET courses. The first question was closed while the second was open.

In the closed question eight statements were put before the respondents, who could choose one or more according to their views. Table 10.13 shows that 71.4% of Group 2 agreed that the principals of schools should play a role in planning INSET courses. This high percentage was, however, influenced greatly by the presence of principals in this group (i.e. Group 2). But the participation of principals in running a course and delivering lectures was only supported by 31%, while 64.3% believed that the principals of schools should follow up the trainees after they returning to their schools.

In respect of the level of participation of supervisors in planning, lecturing and follow up, these roles were supported by 61.9%, 57.1%, and 64.3% respectively. Following this, statement number 7 was presented: (Principals and supervisors should only be consulted beforehand, and should leave planning, lecturing, and follow- up to others...) 35.7% agreed, which clearly indicates that some of the respondents believed that they were unable to play an active role in implementing all the INSET stages and preferred only a pre-consultation; in other words, they may

Table 10.13 Roles and participation of supervisors, principals and teaching staff (Opinions of Group 2)

A. Opinions of Respondents Statement	Number ticking this, out of 42	% ticking this, 42 = 100.0%
1. Principals should play a role (with others) in planning the courses	30	71.4
2. Principals should play a role (with others) in lecturing on the courses	13	31.0
3. Principals should play a role (with others) in following up courses in schools afterwards	27	64.3
4. Supervisors should play a role (with others) in planning the courses	26	61.9
5. Supervisors should play a role (with others) in lecturing on the courses	24	57.1
6. Supervisors should play a role (with others) in following up the courses in schools afterwards	27	64.3
7. Principals and supervisors should only be consulted beforehand, and should leave planning, lecturing, and follow-up to others (Ministry of Education, Vocational Administration in Baghdad, Colleges, ...)	15	35.7
8. Teachers and instructors (trainees) should play a role in planning and determining the in-service courses' content	14	33.3

B. Comments and Suggestions of Respondents: (*)

1. Effective in-service training programmes are based on a co-operative process between trainees and programme sponsors.
2. Administrators, trainees, and not participating staff, should be involved in designing and conducting in-service training programmes.
3. In-service training should be a co-operative effort of the trainee school, national agency, and the university.

(*) The words differed but the points that were made by the respondents were similar.

have believed that they were unqualified to carry the responsibilities which are in fact some of the most important ones assigned to them.

From Statement number 8 of the above table, only 33.3% of this group (2) welcomed the idea of the trainees playing an active role in planning and determining the content of INSET courses. This percentage is disappointing in the

opinion of the investigator, and was based on the lack of trust of both supervisors and principals in the teachers'/instructors' ability to contribute in formulating the programmes, keeping in mind that the supervisors and principals were an inseparable part of the teaching staff and were themselves teachers not long before. Possibly principals and supervisors' greater knowledge of the abilities of the teachers caused them to disfavour any major role for teachers in planning the INSET programmes.

It is worth mentioning at this stage that the statistical analysis illustrates the non-existence of significant differences between supervisors and their colleagues, the principals, in regard to these duties and values, (See Appendix 10.6) and this means that both parties have the same outlook in respect to these roles. This indicates mainly that they basically represent two sides of the same coin.

The inconsistencies in their answers regarding their desire to play a major role in INSET, with reservations, may be attributed to a number of reasons, most importantly:

a) Their busy administrative and financial commitments (discussed previously);
b) Lack of self-confidence; and
c) Their experience being more administrative in nature than educational, which caused them to prefer INSET organisers to perform these duties.

Along the same lines, in order to investigate the opinion of the lecturers in regard to the importance of

participation of certain professionals in the fundamental INSET operation, e.g. planning, teaching and following-up, seven items were presented to Group 3 at the end of their questionnaire.

90% of them indicated that the lecturers should play a role with others in course planning (See Table 10.14). At the same time, it was seen by 50% of them that the lecturers should play a role in following up trainees. However, 45% of

Table 10.14 Roles and participation of lecturers, supervisors, principals and teaching staff (Opinions of Group 3)

A. Opinions of Respondents: Statement	Number ticking this, out of 20	% ticking this, 20 = 100.0%
1. Course-lecturers should play a role (with others) in planning the courses	18	90.0
2. Principals and supervisors should play a role (with others) in planning courses	14	70.0
3. Courses-lecturers should play a role (with others) in following up courses in schools afterwards	10	50.0
4. Principals and supervisors should play a role (with others) in following up courses, in schools, afterwards	11	55.0
5. Principals and supervisors should play a role (with others) in lecturing on courses	8	40.0
6. Courses-lecturers should only be consulted beforehand, and should leave planning, and follow-up to the authorities (Ministry of Education, Vocational Administration in Baghdad, IAVD, colleges, universities...)	9	45.0
7. Teachers and instructors (trainees) should play a role in planning and determining the in-service courses' content	12	60.0

B. Comments and Suggestions of Respondents (*)

1. Trainees should be required to refine their initial general need or concern into a specific objective or goal.
2. Teachers would have less difficulty identifying appropriate resources and activities if specific goals or objectives are set.

(*) The words differed but the points that were made by the respondents were similar.

them believed that the consultation of lecturers beforehand concerning courses would make it unnecessary for them to participants in the planning and following-up operation, which should be left to an appropriate team.

70% of the lecturers pointed out that the principals of VSs and supervisors should play a role in planning INSET courses. 40% of this group believed that the principals and supervisors, should deliver lectures and practice training activities, and 55% went on to state that principals and supervisors should play a role in following up the trainees in their respective schools.

Finally, 60% of the sample stated the need for the trainees themselves to play a role in planning INSET courses' contents. This percentage in fact was higher and better than that obtained from Group 2 (33.3%). The difference may have been, as mentioned due to the lack of trust between the principals and supervisors on the one hand and the teachers (trainees) on the other.

The final question (i.e. the open one) on all the three surveys was one asking respondents for their suggestions on how INSET would be improved. From 401 suggestions given by the 3 main groups the investigator produced a synthesis of 151. These 151 suggestions were divided among the 6 area bodies who are (or could be) in charge of INSET. So these suggestions may serve the majority of teaching staff in some way.

These suggestions confirmed the fact that INSET is regarded as an integrated, comprehensive and co-operative

operation, and that all parties and bodies -beginning with the teacher and ending with popular associations and committees- should co-operate more closely. So any fault or defect in any of these contributors would have a disastrous effect upon the teaching staff development or its outcome.

It seems that these respondents commented repeatedly upon 4 aspects of the roles and participation of these bodies:

1. Competence is needed by vocational teaching staff, both in teaching and non-teaching roles;
2. There can be no effective in-service training without co-ordination between the bodies who are in charge of INSET programmes;
3. Organisations and committees should be set up to serve and improve the INSET activities throughout the whole country;
4. The formats of INSET activities with regard to location, duration, time of year, methodology etc..

For further details of the respondents' comments and suggestions (See Appendix 10.8).

With respect to operations which could ascertain the teachers and instructors real needs on INSET courses in the future, the investigator will try in Chapter 12 to construct a new plan relying upon the opinions of the teachers and instructors, combined with other groups' (supervisors', principals' and interviewees') opinions and the available literature.

10.13 Summary of Major Findings (INSET in the future)

This research study has set out as its second aim, discover the needs of vocational teaching staff in Iraq. For this purpose other groups were selected to help the investigator by indicating the content, form and conduct of INSET they preferred. The aim was to get a fuller picture of both teaching staffs' needs and those of the country as a whole.

The relationships between the independent and dependent variables of the respondents (whether among the 3 groups or the teaching staff themselves) were also reported and discussed by using the formula of Weighted Mean in assessing the respondents' priorities. In addition, $(X)^2$ test was used to determine whether or not the difference between the respondents' attitudes of the INSET needs were significant.

1. Who desires to attend an INSET Course?

357 (72.1%) of the respondents (i.e. Group 1) welcomed the chance to participate on an INSET course. The male respondents, it was found, had more of a desire than the females to attend an INSET course. The respondents from Thi-Qar province registered the highest desire to attend. The respondents with poor qualifications had a greater desire than their colleagues who had better qualifications. The industrial and agricultural respondents welcomed INSET opportunities more than did the academic and commercial respondents. Respondents with less than 10 years' teaching experience had a greater desire for INSET than those who had 10 years and more.

2. Where should the INSET courses be held?

Group 1's desire in relation to location of INSET courses were: firstly, their own school; secondly, at either university or college; thirdly, at a central location for a group of schools in an area. In regard to the 5 items in the question of location, Group 1 were in line with the 5 independent variables. In spite of this 10 significant differences in the relationships out of the 25 cross-referenced relations were found, although in their priorities there were only slight differences. In comparison with the other groups (2 and 3), their priorities were completely different.

3. When should the INSET courses be held?

The teachers and instructors indicated that the most advantageous time for conducting an INSET course was during term time by day, certainly in early September. But their last priorities confirmed that they did not like doing INSET courses during the summer or spring holidays, or in the evening. It was found by applying the Weighted Mean to the 5 independent variables of group 1, there was complete agreement in their first 3 priorities except with the variable of location, where there was partial agreement. Meanwhile the priorities of Group 2 were completely different, for they listed the summer holiday as their first priority. While Group 3 were in full agreement with Group 1 in many of their priorities, it can be seen that the groups' reasons differed according to their different duties.

4. What should the length of the INSET courses be?

In order to cover the long and extensive programmes that the teachers expected from their INSET experience, they preferred 1-3 months as the ideal length for INSET courses. There was an agreement between Groups 1 and 3 in all their priorities, while Group 2 (supervisors and principals) listed the above duration as 2nd priority, preferring a shorter duration as first choice. The Thi-Qar respondents preferred a longer duration than those from other provinces. The female respondents preferred a shorter duration than did their male colleagues. It was found that the industrial and agricultural respondents preferred a longer duration than did the academic and commercial respondents. Finally, those with *poorer qualifications preferred courses of a longer* duration.

5. What are the important subjects that should be taught on INSET courses?

The respondents generally agreed that they would like INSET courses to cover the following areas, ranked in order of importance and approved by about 1/3 or more of the total respondents):

- Teaching subjects -curriculum knowledge (232 ticks; Weighted Mean = 106.2);
- Pedagogy (170 ticks; Weighted Mean =98.7);
- New developments in industry/ commerce/ agriculture (170 ticks; Weighted Mean = 54.7);
- Classroom management: pupil behaviour, discipline. (178 ticks; Weighted Mean = 44.3).

The findings indicate that the 2nd and 3rd groups supported the above teaching needs with their interest in pedagogy and teaching methods. The females had a greater desire for more curriculum knowledge, whereas the males preferred pedagogy. The females had a greater need than the males to practise more in classroom management (pupil behaviour and discipline). There was an obvious difference between those who had a degree and those who had not. Those without one had more of a desire to do INSET courses including pedagogy. It was also found that especially those with less than 10 years' experience felt they needed to attend INSET courses on classroom management and pupil discipline.

6. <u>What</u> method or teaching style would be best suited to INSET courses?

A comparison of the perceptions of the respondents towards the INSET format indicate some interesting differences. (demonstration lessons) as a technique was highlighted by all 3 groups as priority number one. (visiting industrial commercial firms/farms) was listed by Groups 1 and 2 as 2nd priority. Their 3rd priority was the (discussion method), and the (lecture method) was their 4th priority. (workshop and study group methods) and (independent study and research) were listed as 7th and 6th priorities respectively, by Group 1. There were no essential differences between the priorities of these two groups. The males had more of a desire than the females to (visit industrial/ commercial firms and farms) as INSET activities

to improve skills and knowledge. The academic and commercial respondents listed discussion as their 1st priority, while the industrial and agricultural respondents gave 1st priority to (visits industrial...). Respondents with poor qualifications had a greater desire to (visit ...) than those with degrees.

7. How should the trainees be evaluated?

The most popular choice of Group 1 was by assessment essay or research report. This Group listed examination (whether written or oral) as the last 2 choices. The vocational teaching staff believed the method of a practical test was the best one, while the academics did not agree. In general, the findings indicate that Groups 2 and 3 supported the adoption of the written examination method more than Group 1.

8. By whom should the trainees be followed up?

All the 3 groups had different opinions about which professionals should be the ones best suited to do this duty. Group 1's first priority choice was supervisors; Group 2 chose the principals; and Group 3 chose the organisers of the INSET course.

9. What are the motives of the respondents who attend INSET courses?

A finding that keeps continually coming to the surface in this study is that the teachers and instructors were interested in teaching -related issues. They repeatedly identified in-service topics that focus on the information and skills that they needed to function effectively in the

classroom.

Group 1's desire to improve their teaching was their a primary reason for participating in INSET courses in the future. Their third priority was their wish to be prepared for the taking up of different duties, whereas the other two groups listed this as their second priority. For all the groups, motivation such as the exchange of teaching experience with colleagues, the enhancement of self-esteem, and gaining promotion were lower down in rank of importance.

10. <u>What</u> should be the suitable rewards and incentives for those attending INSET courses?

All the 3 groups 1, 2 and 3 supported with a high percentage the principle of awarding different kinds of incentives and rewards. Even with the 5 independent variables of Group 1 no significant differences were found regarding the importance of the incentives. The same result can be seen with regard to principals and supervisors in this matter of incentives and rewards. The incentives and rewards which were suggested by the respondents were based on the lengths of INSET courses given in the questionnaire.

It is interesting to note that the tangible material benefits such as giving limited expenses, one year's increment in salary, a rise of one more degree in salary scale were more popular than non-material benefits. Group 1 listed the awarding of a certificate as 2nd choice in the list of incentives.

11. <u>What</u> are the reasons which make teaching staff reluctant to participate in INSET courses?

More than a quarter of the respondents blamed family commitments as the prime reason. Those with long term experience and those from Nineveh province placed this reason above any other.

22.6% of the total respondents mentioned INSET courses at unsuitable venues. Nearly equal importance (15.2% and 12.5%) was given to unsuitable time and unsuitable subject content respectively, as reasons for hindering people from attending INSET courses.

12. <u>What</u> qualifying course do the teaching staff most admire?

The major findings indicate that nearly 80% of the Diploma-holders desired to do a B.Sc. in vocational subjects, while nearly 90% of the Vocational School Certificate-holders wished to complete their education by gaining either a Diploma or a B.Sc. in their own subject. Nearly 60% of those with Bachelors' degrees desired to do a Master's degree in a specialist subject. 39.4% of those with a B.A. or B.Sc. (unqualified teachers) desired to have an Honours degree in Education. Only 11.1% of all the respondents preferred to a attain further certificate by means of a correspondence course.

In general, the more poorly qualified staff had a greater desire for further study than their colleagues who had better qualifications. The industrial B.Sc. holders

required less qualifying courses than those with a B.Sc. in academic or commercial subjects. The older members of the teaching fraternity and those with more experience in teaching had less desire to attend longer courses than their younger and less experienced colleagues.

13. **What are the kinds and extent of the roles and participation of the people who would be in charge of INSET activities in the future?**

Most of the supervisors and principals (71.4%) desired to play a consultative role in the INSET courses. But half of this percentage desired to play an active role in planning INSET activities, lecturing on INSET courses, and following up the trainees in their own schools. Only 1/3 of this group agreed with the principle that teachers and instructors should play a prime role in planning and determining the INSET course content, whereas nearly 2/3 of the lecturers' group are in line with this principle. At the same time 90% of the lecturers desired to play an active part themselves in planning INSET courses, although 50% of them do not have a mind to follow up the trainees in schools afterwards.

10.14 Conclusions

Based upon the findings of this chapter, the following conclusions were drawn:

1. There is a positive attitude overall regarding in-service training. This is evidenced by the vast majority of teachers and instructors who welcomed participation on INSET activities in future, especially poorly qualified

respondents had greater needs and desire for further study as well as those with less than 10 years' teaching experience;

2. The most favoured location for INSET courses is the respondents' own school, followed by possibly a university or college. This shows the desire to do INSET courses near to the respondents' place of work and at venues with facilities which would enable them to follow the courses satisfactorily;

3. Teachers favour an in-service training programme that is scheduled during the working day (i.e. in term time). They wished to be completely released from their teaching duties in order to attend INSET activities;

4. A duration of 1-3 months is a more popular length for a course than less than one month. Each group, depending on circumstances, type of experience, and qualifications, showed preferences differing to some extent from the other groups. The criteria that governed choices were what each group perceived as their needs and what would fulfil those needs;

5. In regard to the perceived importance and priorities regarding subjects, the respondents placed in order the following five subjects:

a) Teaching subjects-curriculum knowledge;

b) Pedagogy - methods of teaching;

c) New developments in industry/ commerce/ agriculture;

d) Classroom management: pupil behaviour, discipline;

e) Educational technology -new teaching aids;

The above ordering showed that respondents perceived the teachers'/instructors' greatest needs to be in the areas of teaching methods and curriculum. This reflected the faults in the present pre-service courses, particularly in the areas of teaching practice and observation. It also shows that there is a need to teach subjects which are more related to those actually taught in vocational schools.

6. A variety of teaching styles were presented to the respondents for consideration the non-academic lecture style being chosen as the most popular method. Unfortunately, the respondents did not have enough experience of each style to enable them to make choices which were clear and inspired confidence as the right ones for them;

7. Teachers and instructors have a greater desire to be continuously evaluated by a non-examination method, as is clear from the examination method placing as the last choice. The other groups (2 and 3) believed that the examination method was the most important one;

8. Supervisors, principals and organisers should all be responsible for the trainees' follow-up, according to the 3 groups of respondents;

9. Classroom - related issues (increase in teaching staffs' knowledge, improved professional competence) were the prime reasons for doing courses, the taking up of different duties being the second reason;

10. All 3 groups were highly satisfied with the principle of giving incentives, which indicates that teachers are motivated to participate in refresher INSET programmes when

they know they will be rewarded. Material benefits were more popular than non-material ones. Certificates came in as a second priority;.

11. Family commitments and unsuitable venues and times, as well as irrelevant subjects of INSET courses were prime reasons for hindering people from doing courses;

12. The majority of the Diploma- holders desired to do B.Sc. course in vocational subjects. Almost all the Vocational School Certificate-holders wished to gain a Diploma or B.Sc. in their own subjects. More than half of Bachelors' degree-holders wanted to do Masters' degrees in specialised subjects. 1/3 of those with a B.Sc. or B.A. (unqualified teachers) wanted to do an honours degree in Education. Correspondence courses were unpopular. Generally, it was the poorer-qualified staff who desired to improve their qualifications more than their better- qualified colleagues.

Reference and Notes to Chapter Ten):

1. University of Southhampton Regional Conference on Priorities in In-service Education. Report of a Day Conference held at La Sainte Union College of Higher Education on 1st April, 1977, Department of Education, P.9.

2. Morant, R. W. (1981) op. cit. p.26.

3. In respect to the variables of age and teaching experience the investigator found a similarity of results, among the responses of the different age - groups and teaching experience, so it was decided to drop the age variable and concentrate on experience, which proved to be satisfactory.

4. Mertens, S. (1982) "The Basics in In-service Education. Findings from the Rand Teacher Centre Studies." Action in Teacher Education, Vol.4, No.1, pp. 61-66, Spring.

5. Lawrence, G. et al (1974), Patterns of Effective In-service Education. A State of the Art. Summary of Research on Materials and Procedures for Changing Teacher Behaviours in In-service Education Tallahasse: Florida State Department of Education, Division of Elementary and Secondary of Education, ERIC ED 176 424.

6. Brimm, J. L. and Tollett, D. J. (1974) op. cit. pp. 521-525.

7. Ibid p. 523

8. It is worth mentioning here that the study discovered only 5 significant differences between respondents according to the variable of their INSET experience with regard to all 47 relationships (all items of the questions). Most of these 5 significant relationships did not constitute differences in the respondents' priorities. (See Appendix 10.2, Table 6). So the null hypotheses that "There are no significant differences regarding the perception of in-service training needs for teachers, in the selected areas of INSET in future, between respondents who had some in-service training and respondents who had not", was accepted.

9. Only two significant differences were found between the elements within Group 2, i.e. between the supervisors and principals, out of 47 relationships of questions. (See Appendix 10.2, Table 7). These two significant differences were in Item 4 of Question 12 and Item 5 of Question 16, and indicate that supervisors preferred to hold INSET courses at IAVD, whereas the principals did not. This opinion supported their teaching staff, who did not wish to do INSET courses by IAVD. The other

difference between supervisors and principals concerned the method of "Visits to industry, commercial bodies,/ farms" which the supervisors welcomed as their 1st priority, whereas the principals listed it as 3rd.

10. Evans, K. M. (1951), "A Critical Survey of Methods of Assessing Teaching Ability" British Journal of Education Psychology. Vol.21, p.94.

11. Knowles, Macolm, (1978) The Adult Learner: A Neglected Species, 2nd ed. Houston: Gulf Publishing Co.

12. O'Sullivan, F. et al (1988) Staff Development in Secondary Schools. British Library Cataloguing in Publication Data. p.181

13. Abdul Wahad, S. A. (1987) op. cit. p.215.

14. Al- Sharaa S. A. M. (1981) op. cit. p.92.

15. Al Shahlani, S. K. (1983) op. cit. pp.60-66.

16. The investigator added a new variable of INSET experience of respondents (i.e. had done an INSET course or had not) in order to know whether this had any effect on their opinion of the importance or non-importance of incentives.

17. Al-Sharaa S. A. M. (1981) op. cit. p.93.

18. Ath-Thawra: The International Edition (Daily News Paper Debates of the Iraqi Council of Ministers. Tue 12/12/1989 No. 8034, London, p.3.

Chapter Eleven

Interviews

As mentioned before, the investigator developed and used the interview as an educational instrument to obtain comprehensive information. It was preferred to present the results after integrating the interviewees' answers as much as possible. The integrated answers were refined in order to highlight the kind of information being sought.

Five questions were put to a pre-selected group of specialists involved in preparing and training teachers, and to some of the administrative staff. These individuals have been given identification symbols as shown in Table 11.1, and these symbols will be used when referring to them.

Q.1: In your own opinion, what is the most important weakness in the present pre-service programmes, which needs the most attention in order to arrive at an adequate solution? Also, what is the nature of the relationship between the pre-service establishments and EVE (the beneficiary establishment)?

A.1: In fact, there is no perfect training programme for preparing teachers. This generalisation induces a negative effect upon the ability of the graduates of these establishments, particularly in Iraqi VE. This is due to a number of reasons. (S.5) (K.2) (S.1) (M.6) (S.8) (B.9) (K.11) (F.12)

1. In the mid-1970s there were no VTDs specially set up for VE; EVE depended entirely upon the graduates from the

Table 11.1 The Interviewees

Names of the interviewees	Tittles and Job Addresses	Symbols
1. Mr. Al Mashadani, Sh.M.	Formerly Director of IAVD	Sh.1
2. Dr. Al Furhan K. M.	Chairman of ATD/ University of Baghdad	K.2
3. Dr. Nasseef, F. A.	Chairman of Institute of Educational Training and Development	F.3
4. Mr. Malloki, O. A.	Directorate of The Research and studies in EVE.	O.4
5. Dr. Azez, S. K.	ITD/University of Technology.	S.5
6. Dr. Al Alosi, M. W.	Chairman of the Institute of Staff Development/ University of Technology	M.6
7. Mr. Zahid, Z.	Director of Technical and Scientific Affairs/ EVE.	Z.7
8.Dr. Al Rahim, S. M.	Chairman of CTD/University of Baghdad	S.8
9.Dr. Al Abbass, S. M.	Director of Committee for Central Development and Follow up (Vocational Supervision)/ EVE.	B.9
10. Dr. Al Kassim, B. M.	An expert/Ministry of Education, formerly Director of the Research studies, concerned with INSET.	B.10
11. Dr. Al Kassreji, K.	Director of Research and Studies/ Ministry of Education.	K.11
12. Mr. Al Ani, F.	Chairman of IAVD/EVE.	F.12
13. Dr. Al Hasson, A.	Lecturer on INSET courses/ IAVD	A.13

Technical Colleges e.g. in engineering, agricultural ...etc. (S.5) These graduates are not qualified as teachers. (S.5) (F.10) (Z.7) (B.9)

2. The present VTDs do not cover the growing needs and demands of VE from both the quantitative and qualitative aspects. So there are still many subjects being taught by

staff who have not been trained for this purpose. Therefore it can be said that there are no exactly similar specialisations in pre-service establishments which are required as qualifications for teaching the required subjects. (K.2) (O.4) (S.8) (Sh.1)

3. The present intensive programmes in training establishments are difficult to complete in four years. Therefore it is necessary either to revise the contents of these training courses, or increase their length to five years. (B.10) (S.8) (S.5)

However, there is the "system of continuous progression" in which a Diploma is awarded after the first two years, after which a student is given the option to read for a further two years for the bachelor's degree. It is also possible in this system to carry on for another year after graduating to obtain an educational qualification similar to the P.G.C.E. awarded in the U.K. The Iraqi equivalent, was initiated in 1970, but was then abolished. (K.11) (S.5) (A.13) The offer of such a certificate is still not recommended by principals of education colleges because of their own lack of educational qualifications. (B.9) (S.8) (F.12)

In fact, the excessive number of course hours (200 hours/whole course) in VTDs in comparison to other training establishments can be attributed to the graduates' wish to obtain the qualifications of engineer and vocational teacher simultaneously. This aim has brought a heavy load upon the students themselves and effectively upon the quality of the

graduates, in particular those from the ITD. (B.9) (S.5) (O.4) (F.3) (K.2)

4. EVE requires two types of graduates: firstly, Bachelors in science, cultural and vocational subjects, and secondly, graduates holding a diploma or less in applied vocational subjects. This variety of graduates creates difficulties for training establishments in co-ordinating the plan and programmes for preparing teachers. (S.5) However, the students obviously prefer to gain the highest degree possible (i.e. Bachelor). The minimum qualification should therefore be Bachelor with additional training as teacher or instructor and the abolition of the differences between the above types. (Sh.1) (K.2) (Z.7)

In order to realise the above suggestion, it is advised that the student teachers are divided into 2 groups, one of which would concentrate on academic subjects, albeit that some experts believe that the Diploma is adequate for instructors. (K.2) (O.4) (S.5) The entry requirements for such courses need revision, to involve students' ambitions and competence and encourage the achievement of competitive grades. The present entry requirements force the training establishments to deal with such students who have not had the ambition to work as teachers/instructors and have been made to enter by their specifically low grades, leaving them with no other choice. (A.13) (Z.7) (O.4) (K.2)

6. The scarcity or non-existence of qualified teaching staff in the education aspects of courses has caused a substantial decline in the educational side of the preparation process.

(F.12) (S.5) (S.8) (B.10) (K.11)

7. The training programmes give a disproportionate allocation of units to the cultural, vocational and educational aspects. The latter represent only 8-10% of the total number of units, in contrast to the international standard of 25%. This small share necessitates a review of the programme contents. (K.2) (S.8) (O.4) (F.3) (B.10) (Sh.1) (S.5)

In addition, the period allocated to the observation of lessons and teaching practice is limited to 4-6 weeks during the entire course, which is not adequate preparation for the profession. Moreover, such provision should be distributed throughout the year rather than restricted to the last month of the fourth and last year. (S.8) This period should be regarded as crucial and should be supervised by well - qualified staff. (K.2) There should be appropriate forms detailing criteria by which to evaluate ability and progress and the student teachers should be visited at least twice. (S.5) (S.8)

The preparing and training establishments have no clear idea of the requirements and demands of vocational education and there is a lack of communication, due to the non-existence of any technical and administrative representatives of either side. (A.13) (Sh.1) (M.6)

8. There is no clear overall plan in the opening and closing of VTDs. It is highly dependent on present temporary circumstances. (K.2) (A.13)

9. Generalisation of programmes has occurred, in particular

within CTD where programmes need to be more oriented. This generalisation process has caused the lowering of academic standards. (S.5) (F.3)

Solutions to the above problems

1. More flexibility in organising evening courses for the teaching staff in order to develop their knowledge and allow them to gain higher qualifications in education. (O.4) (S.5) (B.9)

A part-time, system not used currently due to the legislation of universities and their colleges would make continuing studies easier. (S.8) (B.9) (S.5) (A.13)

In addition, the establishment of one - year release courses, equivalent to the P.G.C.E., for the unqualified teachers in colleges of education and VTDs would be advantageous. (K.11)

2. In order to maintain the continuity between pre-and in-service training:

a. Participation by the EVE in planning the content of these training programmes and joint supervision of their running with the pre-service establishments would be necessary. (S.8) (O.4) (A.13) (K.2) (M.6) (F.3)

b. The definition of the duties and requirements of the teaching profession should be presented to new graduates in addition to the philosophical framework (e.g. aims and policy). (Sh.1) (O.4) (S.5) (B.9)

c. The inclusion of an observation and familiarization (climatization) period in the future working environment is needed. (K.2) (B.9) (Z.7)

d. There should be mutual representation of the administrations of EVE and TTE. (S.8) (O.4) (K.2) (M.6)

3. The clarification by EVE of its demands, for the benefit of the TTE is necessary, as there is currently no clear- cut presentation of them. (Sh.1) (K.2) (A.13) (B.10)

4. The adoption of new admission procedures is important, to include the assessment of the candidates' personal ability and ambition. These could be evaluated through interviewing individuals. (K.11) (F.12) (B.9)

5. The abolition of the central distribution of graduates procedure is needed. (A.13)

6. The setting up of specialist committees from both sides (EVE and TTE) to discuss the criticisms of the curricula of pre-service training and the VS is a want. (Sh.1) (K.2) (M.6) (F.12) (O.4)

Q.2: What can be done to improve the effectiveness of the probationary period, and what bodies should have the responsibility to carry out the follow - up of the probationary teachers and instructors?

A.2: As a matter of fact, the participation of pre-service establishment in the probationary period, which is one year, is totally non-existent, (K.2) (B.10) (A.13) (B.9) although these establishments are invited to assist teachers to overcome the difficulties which are encountered during the period. (S.5) (O.4)

In respect of the new suggestion to delay the awarding of the certificate until the completion of the probationary period, this would be highly difficult (S.8) as it would

contradict the normal administrative and technical procedures. (S.8) (K.2) (O.4)

In order to optimise the probationary period, a tutor (or senior teacher) could be appointed in each VS to supervise the progress of the probationary teachers and assist them in any problems or situations that may arise. (K.2) (O.4) (Z.7) (B.9) (B.10) (K.11)

Q.3: What is the philosophy behind INSET policy in Iraq now? What basic methods should be adopted in the setting up of a new philosophy and framework in the vocational sector?

A.3: In fact, there is no stable educational policy for INSET and its strategies (Sh.1) (K.11) (A.13) and greater importance should be given to the quality of INSET courses rather than the quantity of the participation in them. Also, the absence of general educational objectives for VE and specific objectives for INSET have rendered the latter programme ineffective. (F.3) (S.5) (A.13) Therefore, it is essential to view INSET from the teachers' point of view, as their obligation and right. (K.11) The gaining of financial and material benefits make INSET highly desirable. This principle of gain is considered to be very important and there is no reason why teachers should not be encouraged to develop this view. (K.11) (B.9)

Along these lines of thinking, the participation of teachers in INSET once every 5 years is desirable (F.3) (K.11) and it is still advantageous to follow the policy of centrality of planning and decentralised administration to

maintain the smooth running of INSET programmes. (K.11) (F.12) (Sh.1) (Z.7)

The planners of educational policy should also be aware of the importance of the bridge between INSET and pre-service and take into consideration the modern attitudes which focus on "Teacher Education" rather than pre-and INSET. (Sh.1) (K.11) (B.10) In any case, the training philosophy should include the ability to cope with developing needs and social changes. (B.10) (B.9) (Z.7) INSET's objective should be derived from growing teacher needs in relation to the following means of revision and reform:

1- The development movement in the curriculum and the approved vocational textbooks. The textbook is a paper which represents the State's attitudes and its philosophy, (F.3) (K.11) and the matter of developing and producing these textbooks is viewed to be an important stage of INSET; (B.9) (K.11)

2- The exploration and examination of the teachers' preparation programmes in general; (Z.7) (O.4)

3- Scientific and technological developments, in particular in the vocational field. (Z.7) (O.4) (Sh.1) (F.12) (A.13)

Due to the the fact that the teachers and instructors (in VE) have graduated from different colleges and have worked according to different standards and possess different certificates, the INSET programme planners should specify the nature of INSET methods and styles which are suitable for each group. (K.11) (S.5) (B.9) (B.10)

Q.4: What serious problems are encountered in carrying out INSET plans and what aids could be adopted to solve these problems?

A.4: 1- There is confusion over INSET needs, whether they are for VSs or vocational teaching staff themselves, in the minds of those who are in charge of the programmes. (A.13) (Z.7) (M.6)

2- There is a complete absence of essential institutions (administrative and executive) in the vocational field in order to lay down the INSET policy. (S.5) (B.10) B.9) (A.13)

3- Poor co-operation is given by the other educational bodies such as the universities, colleges and institutes for a number of reasons, mainly their concentration on graduating as many students as possible. Therefore, there is need for active and mutual representation by the setting up of higher education committees which would include the experts and those who in charge of pre- and INSET in the vocational field, to plan and run both sides, VE and TTEs. (K.2) (O.4) (S.5) (M.6) (S.8) (A.13) (Sh.1)

4- There is no allocated and separate budget for INSET activities in the EVE. Moreover, the training expenses are paid by several bodies, which introduces difficulties for INSET organisers and the trainees themselves. (F.12) (Sh.1) (B.9) (O.4)

5- There is a scarcity of training leaders and talented lecturers who are committed to working for INSET and able to put their skills into practice. There is also a lack of experts for preparing and designing INSET programmes and

their curricula. (F.3) (B.10) (A.13) (M.6) (S.8)

6- Low motivation prevails amongst the teachers towards participation, for several reasons

a. The teachers do not feel the benefit from participation; (K.11) (Sh.1) (A.13) (Z.7)

b. Family commitments leave limited time for INSET courses; (K.2) (F.3) (M.6) (O.4)

c. There is a lack of incentives; (B.9) (B.10) (F.3) (K.2)

e. Some of the earlier INSET programmes developed a poor reputation. There was an unpopular tendency towards dealing only with academic aspects; (B.9) (O.4) (A.13) (S.5)

f. Teachers resent the principle of compulsory attendance at INSET programmes and the disciplinary action taken against those who are selected and do not attend; (Sh.1) (B.9) (Z.7)

g. The unsuitability of the time, place and /or length of INSET courses; (K.2) (F.3) (M.6)

h. The use of examinations as the prime means of evaluating benefits gained by the participants; (S.5) (O.4) (B.9) (S.8)

It is also believed that some of the participants attend for unprofessional reasons, e.g. to escape from the daily working routine or to carry out family commitments. However, some of these groups of participants may still interact with the INSET programme. (S.5) (O.4)

7- There is a lack of competent supervisory staff to undertake the following-up of trainees and to identify the

weak teachers and those who need training or re-training. (B.9) (Z.7) (O.4)

8- A lack of teaching staff causes some principals to hesitate in releasing selected teachers for INSET courses as their absences may be left uncovered. (Z.7) (S.5) (Sh.1) (F.12)

9- There is some difficulty in selecting female participants due to family commitments and the traditional attitudes of the Iraqi family, in spite of the attempts made by IAVD to provide appropriate accommodation, and in spite of the traditional Iraqi family's preference for teaching as a career for women. Therefore a number of females are found to have taken leave from work during INSET programmes so that they not attend. (Sh.1) (F.12) (B.9) (K.2)

10- Problems are caused by the extra intensiveness of the programmes (6 lectures per day) maintained in order to cover the course programmes. (S.5) (O.4) (Z.7) (F.3) (M.6)

11- Most INSET in the past and present has failed to achieve its aims and targets because INSET programmes have been usually designed by people other than teachers and instructors. (A.13) (B.9) (O.4)

Q.5: What from the following list are the negative aspects of the INSET plans prepared by EVE for its teaching staff?

1. Selection of Trainees:

A.5.1: It is very important to consult the teachers before selecting them for INSET courses, as opposed to the current policy of forcing all teachers to participate.

(K.12) (A.13) (B.10) (B.9) Unfortunately, the methods of selection have so far omitted any such consultation and even failed to inform teachers in advance, of their obligation to attend. (B.10) (B.9) (S.5) (O.4) The present system is that lists are issued by the IAVD which contain the names of the selected teachers. These lists are sent to vocational schools obliging a limited number to participate from each school. The reason for the central selection is to avoid a complicated procedure. (Z.7) (O.4) (B.9) (M.6) Therefore we find the Directorate of Technical Affairs itself complaining that it plays an insignificant role in the selection procedure, and this Directorate would like to have more say, as would also the local Directorates in each province. (Z.7) (O.4) (S.5) (B.9) (A.13) The above methods of selection gives no opportunity to the selected teachers to participate in designing or planning the training programme, nor any opportunity to express views and problems. (K.11) (S.5) (O.4) (B.9) (B.10)

Obviously, there is a great need to revise the selection policy so as to avoid the present situation, in which some teachers have attended seven courses while some of their colleagues have not attended at all. (Z.7) (O.4) (A.13) (B.9)

The use of training cards has been advised to record information about the trainees and the courses attended. (Sh.1) (F.12) It is also necessary to stress the importance of sending all relevant information to the selected persons in their schools' administrations, setting out the general

and specific objectives of INSET courses and their venues, dates and duration. (S.5) (O.4) (B.10) (B.9) (M.6)

2. Venues and Organisers of INSET Courses:

A.5.2: The EVE seems to be unaware of suitable locations for training its teaching staff. For example, there is no co-operation between the EVE and the Ministry of Education to utilise buildings/institutes which would supply the lack of facilities that the EVE suffers from. Although some VTD principals offered to open INSET courses for the EVE teaching staff, because one of the aims of these departments is to open courses which award a certificate, regrettably the offers were not taken up. (K.11) (S.5) (A.13) (M.6) (F.3) In general, the EVE feels that none of the VSs or other educational and technical establishments situated in other provinces have the scientific capability to establish INSET courses and that they also lack training staff; therefore it relies on its institute in the Baghdad area. (Sh.1) (O.4) (M.6) (S.8) (K.11) In addition, all the scientific establishments, syndicates, unions ... etc. which are able to provide INSET are situated in the Baghdad area. (Sh.10) (S.5) (O.4) (B.9)

It is important now to apply the principle of taking the training to the trainees (K.11) rather than vice versa; and opening the teachers' centres - allocating some of the VSs for this purpose - is an excellent way to do this if the resources make it possible. (K.11) (B.9) (B.10) (F.3)

The best locations for training teaching staff are the establishments from which they graduated (the universities,

colleges ....etc.) for the reason that these institutions possess great resources and their staff originally prepared the teachers for their profession. (K.11) (B.10) (B.9)

3. Length and Time of courses:

A.5.3: The lengths of INSET courses are not necessarily a good way of evaluating and comparing them, either refresher or qualifying courses. Some language courses (e.g. Arabic and English) of 6 months duration, in spite of their length, have been refresher courses and not qualifying courses, but, in general, the qualifying courses are the longer ones. (B.10) (B.9) (F.3) However, many qualifying courses have not exceeded 10 days, which is not at all enough to prepare teachers adequately. (S.5) (O.4) (A.13) (S.8)

In respect of the role of the educational supervisors, they are unable to specify the appropriate times at which courses should be started, because the setting up of such course relies on staff from outside EVE and its schools. (Z.7) (B.9) (F.12) (Sh.1)

The time has come for EVE to start thinking in other ways, so as to decrease INSET costs. For example, an alternative might be correspondence courses. The re-thinking should also concentrate on redesigning the programmes, especially to make them as short as possible. (Z.7) (Sh.1)

4. Course Subjects:

A.5.4: The suggested topics for INSET courses should fulfil the needs of the trainees. Regrettably, this is not the case. (A.13) (F.12) (M.6) (O.4) Until the present time,

the EVE has not carried out a comprehensive survey in order to establish the needs of teaching staff whether for qualifying or refreshing courses. However, the EVE intends to carry out such a survey in the future. (F.12)

The stage of discovering the needs is considered to be crucial, and merits a great deal of attention. First of all, the courses need to be divided into two fundamental parts: (O.4) (B.9) (A.13) (Z.7)

- refreshing courses, which concentrate on a particular subject and/or provide the trainees with new skill(s);
- qualifying courses, which concentrate on the educational aspects in order to qualify those who are unqualified.

It has been observed in both these divisions that different titles have been given to the same subject. This could well be due to an un awareness on the part of the management responsible for planning and setting up the programmes. On the other hand the reason for doing this may be to provide jobs for lecturers without appearing to duplicate. (A.13)

The content of the INSET courses in general should consist of the following: (K.2) (S.8) (Sh.1) (O.4)

- Instruction on innovations in science and technology with which the trainees are unfamiliar;
- Passing on information about modern scientific research in the respective fields;
- Consideration of the discipline problems which face teachers in their classes;
- Informing trainees about the new educational laws,

legislation, instructions.

This would leave no gap between the academic education in training establishments and INSET, and both would secure their relationship as complementary to each other. (K.11) (M.6) (F.3) (S.5)

It is also to be noted that many teachers (in particular from the agriculture sector) have been transferred to teaching scientific and cultural subjects, due to the State's closure of many schools of agriculture. (Z.7) (K.2) (B.9) (F.12) This requires the setting up of new programmes especially designed to fulfil the needs of such staff. The same is applicable to those transferring from non-educational establishments to VSs. (Z.7) (Sh.1)

A great deal of care and attention should be given in designing qualifying courses (e.g. their content and length) so as to serve in particular those unqualified teachers and instructors who represent more than half of vocational teaching staffs. Thus, quality courses are very important indeed and should take high priority. (Z.7) (F.3) (A.13)

On the other hand, the staff required for teaching rarer subjects (e.g. printing, textiles, mining...etc.) might have to be sent to reputable foreign countries in order to gain applied certificates in those fields. In respect of those who have been in service for a long period, they need technical and vocational refresher courses because they have adopted outdated teaching methods and may find it difficult to change. (S.5) (Z.7) (B.9) (O.4)

5. The methods adopted:

A.5.5: The adopted methods in INSET courses are traditional/conservative and dominated by lectures. The lecturing method is less effective amongst trainees, particularly amongst those who have been in service for many years. However, the above methods are adopted for a number of reasons, most importantly the ease of communication and to avoid the preparation of complementary training aids (A.13) (Sh.1) (B.9)

The situation is such that graduates of 1950 are currently training alongside those who graduated in 1987, and at the same level, in spite of the existence of differences among them which should be taken into account. The current methods of teaching are, unfortunately, very similar to those used to teach 13 -year- old pupils in intermediate schools. (A.13)

The basis of the 'Movable Library' technique which was suggested by the former principal of IAVD is to promote trainees' ability to write reports. (A.13) (Sh.1) However, this method has not fulfilled its objectives. (A.13) The subject of teaching methodology itself when taught in INSET courses is not, unfortunately, applied by the lecturer and remains an academic matter (i.e. taught, not actually adopted). (B.9) (A.13) (S.5) (O.4)

Divergence from the traditional method has become very important. (K.11) The use of training trips, distance education, self-education, programmed teaching, continuous teaching, video cassette teaching, micro-teaching, conferences, debates, seminars, periodicals and others means

can serve as substitutes for the traditional methods. (S.8) (K.11) The current methods themselves need tools for evaluating their effectiveness on trainees. (F.3)

6. Evaluation:

A.5.6: Regrettably, the IAVD and other training establishments still believe that the best method of evaluation is by written examination. In our opinion, it dose not serve the purpose of testing the skills acquired as much as it tests knowledge. (B.9) (A.13) However, the use of examinations may be due to the ease of application. (F.3) (Z.7) (B.9) (M.6) The questionnaire for evaluating the performance of trainees is rarely used, in spite of its availability. (O.4) (A.13) (Z.7) It is worth mentioning here that in spite of its usefulness, it does not relate to social relationships between trainees and trainers (lecturers). It is also vital to stress at this point the importance of the interaction between the trainees and trainers inside and outside the class-room. (A.13) (S.5) (B.9) (B.10) (K.11) In addition to all this, there are no technical specialists in EVE to design the evaluation questionnaire based on science. (Sh.1) (K.11) (F.12)

7. Following up of the Trainees:

A.5.7: The question of the follow-up of trainees is considered to be the most complicated problem facing the training organisers and this is where much effort needs to be concentrated in order to reach a satisfactory procedure. The training process should be viewed as a complete process

which ends only with the application of the information acquired. (F.3) (M.6) (B.10) (A.13) In order to monitor the changes the teachers undergo in training/re-training, the follow-up must see how they are reflected in the programme of the students. (F.3) (B.10)

In general the follow-up of short courses is more difficult than that of long courses. (F.3) (B.10) In addition, those who undertake the follow-up procedure may have different views about training. (F.3) (B.10) (B.9) (S.5)

The vocational supervisors are kept very busy with administration, the following-up of school records and the implementation of the approved curricula. Currently, there are only 25 supervisors as against about 8000 members of the teaching staff, which numerically is considered to be insufficient, and means that, in addition the limited fields of experience of the supervisors do not cover all those of the teachers. (B.9) (Z.7) Further, the supervisors have been in service for a long time, as laid down by the EVE. (B.9) (O.4) Further more, the administrative cadre of the IAVD is weak and needs training and follow-up. (B.9) (A.13) Therefore it can be said that there is no following-up procedure at the present time (after the return of the trainees to their respective schools). (F.3) (S.5) (B.9) (Sh.1)

Moreover, there is no co-ordination or co-operation between the organiser and those who are responsible for the teachers in their schools. (A.13) (O.4) (S.5) Therefore the

EVE has not derived the full benefit from past INSET courses because there has not been feedback. (K.11) (Z.7) (A.13) The training organisers need to accept a role in implementing follow-up procedures. (K.11) (O.4) S.5)

8. Incentives and Rewards:

A.5.8: We believe that the incentives and rewards which are given to trainees in the vocational field are quite inadequate. (Sh.1) Even those which exist in theory are not in fact bestowed. (B.9) The incentives are considered to be very important and it is not necessary for them to be financial. Certificates could be awarded, for example similar to the P.G.C.E. (higher diploma) for those who complete 6 or 9 months which is an excellent suggestion. (K.11)

Generally speaking, training is not considered to be important in the view of teachers if it is not matched with an appropriate promotion (financial and career-wise). (B.9) (B.10) Incentives would create competition among teachers to attend courses and to do well. (S.5)

In fact, the getting of the Higher Certificate is viewed to be the best incentive from the Iraqi teachers' point of view. Therefore, the number of those interested in continuing higher education is found to be large. (B.9) Meanwhile, some see that preparing programmes which fulfil the needs of the trainees and release them from their daily routine is considered to be itself an incentive. (F.3)

Part Three
What do people need?

Chapter Twelve

Plans for the Future

12.1 Introduction

The third major aim of this study is to propose a new plan for vocational teaching staff in Iraq. This chapter attempts to support those in vocational education and other institutions and bodies concerned with the planning, running, and implementing of staff development programmes, with particular reference to industrial, commercial and agricultural schools, in accordance with the new policy of the Command Council of Revolution (CCR), which came into operation in 1983. (1)

The focus of the chapter will be on the new INSET plan which should keep pace with the INSET needs of teachers and the nation, which were revealed by this study and discussed in the previous chapters. It is hoped that the study will prove useful to EVE officers, experts and supervisors by assisting their thinking and helping them to undertake their duties in managing and implementing INSET programmes within their own institutions, (including provision for college principals, school principals, heads of departments, professional tutors and senior teachers).

The study has tried to throw light upon the current provision of initial and in-service training, also to ascertain the thoughts of the groups selected, whether by the four questionnaires, or by interviewing experts, then drawing up a comprehensive picture of overall needs.

The study provides information which may be valuable in

drawing up future INSET plans for VSs teaching staff, and will also provide a framework for future investigators and investigations.

The study in this sense has achieved or tried to achieve the first of the steps involved in the provision of INSET programmes, the usual sequence of which is as follows:(2)

1. The identification and analysis of needs;
2. Programme design;
3. Implementation of programme;
4. Monitoring and evaluation.

12.2 A rationale of the plan: (Why a new plan?)

Teachers are getting older; they are a stable group who do not change careers or move around; also they do not go back to college for refresher and updating work. Very little money is allocated in the EVE budget to providing consultants and run and conduct in-service training. However the public is demanding a modernised curriculum, better instruction, and higher achievement. The vocational schools have reached an era of higher expectation but lower resources.

There are many people in the country who have skills that could be used for INSET programmes, and attitudes are becoming more favourable to the investment of additional resources in INSET programmes. The problem is how to combine the actors, the strategies and the resources into a smooth-flowing system.

It could be said of INSET, that "its time has come"

(3). This was the theme of the Eleventh Educational Conference held five years ago (1985). By that time most knowledgeable educators realised that four phenomena had changed the status of INSET from an auxiliary service into a vital element in the educational system. Those four phenomena are increased enrolment of vocational students, shortage of teachers, increased need for skilled labour and updated curricula and finally, the high failure-rate among students.

- Enrolment has increased from 14353 students in 1973/74 to 1533647 students in 1988/89 (i.e. a greater than ten-fold increase in the last 15 years). (4)
- The ratio of students/teacher had increased to 67 students/teacher and 38 students/instructor by 1984/85.(5)
- The rate of students repeating (resitting) examinations was 21.7% in 1987/88. The results of the general examination for vocational schools are higher. (6)

From the EVE and the IAVD census, more than half the teaching staff in VE in Iraq could potentally engage in some form of INSET. (7) If they were all so engaged, there could be one in-service trainer for every teacher. However, unfortunately, there appears to be a problem with in-service programmes, which have failed to achieve one of their aims, to create a sufficient number of leaders. This deficiency is confirmed by the comments made by many of the respondents: "In-service is usually dull and irrelevant" "Why do they not give us things in in-service training sessions that I can use in the class-room ?" In addition

still more than half of the teaching staff in VSs are unqualified teachers. (8) If teachers are to face these and other ancillary problems and play the active role in the educational system required of them, they need better qualifications and skills. Hence, a new on-going INSET plan based on the real needs of teachers and the Nation may be considered here the best way to enable education to keep pace with a rapidly changing society and its technological progress.

12.3 Features and policy on which the plan is based

The existence of a general policy which governs all INSET activities is considered an important element in directing all the institutions and bodies who are in charge of all training programmes, as well as providing INSET opportunities for vocational teaching staff.

After consideration of the previous discussion, the investigator proposes the following criteria for the suggested plan:

1- The new plan should adopt the principle that INSET courses are both an obligation and a right, all vocational staff, therefore, should participate in INSET activities, irrespective of their qualifications, skills, or position in the professional pyramid. The new policy of RCC(9) recommends that each teaching staff member should participate at least once every five years or so in an INSET activity. This is a reasonable decision. Also, teachers should, as part of the plan, take part in another short ancillary activity such as a conference, seminar or lecture.

As a result, the trainees would have a right to accept incentives which would give them greater motivation.

2- It should be emphasised that the INSET programme is planned centrally but executed decentrally, so providing INSET equally to all teachers in Iraq, with consideration given to all their economic and social circumstances.

3- The plan must emphasise the principle of integration of all INSET dimensions; ascertaining training needs; identifying INSET aims for training; designing and implementing the programme, and finally, conducting evaluation and follow up after the programme. The modification of future plans should also be an integral part of the programme.

4- It must be emphasised that the INSET programme is a co-operative venture and to succeed, there should be co-ordination of inputs from all the different ministries, educational and other establishments, unions, National and International organisations, with the aim of promoting a better INSET programme, and operating it effectively. Hence INSET training will also provide a basis for further curriculum development.

5- Emphasis should be given to the principle of active participation by all those who have an interest in INSET, in designing the INSET programme, and identifying its programme elements.

6- INSET programmes should participate in solving different educational and class-room problems as well as social problems. Also these INSET programmes should devise ways of

tackling and solving ecological problems.

7- The programme should utilise a variety of INSET formats, techniques, and approaches, and avoid dependence on one training style. Appropriate styles would include courses, conferences, workshops, coaching, visitation, research, demonstration modelling, observation, role-playing, orientation, frequency, instructional model, print, films, video-tapes and visual aids. In addition, advantage should be taken of modern scientific and technical advances by using self education such as **programmed materials** and **correspondence courses** which may use Iraqi television and radio facilities.

8- All suggested plans could first be implemented on a trial basis in one area of Iraq before decision is taken to generalize any programme. This would reduce administrative problems and waste of resources which could occur if an unsatisfactory INSET experiment had to be abolished.

12.4 Goals and objectives of the plans.

The essential aim of INSET, in the investigator's view, is to change the attitudes of the teachers in order to fill the gap between **what they do** and **what they should do** (i.e. change their performance). According to this rule these could be the following goals for INSET:

1- Adding and updating information, realities, ideas, concepts.

2- Developing skills and abilities: This aim makes clear the difference between the concept of "training" on one hand and the concept of "education" on the other,

hand. This means that the inculcation of knowledge and concepts, on which education concentrates, is not enough; in addition, there should be a concentration on practical application by the acquisition of skills and abilities which a training concept provides.

3- Changing positively the trainees' behaviour and attitudes.

The general goals are to create flexibility and interaction between teaching modern changes in society, and generating continuous INSET potential, in order to provide competent teachers and a high standard in educational leadership, and finally, to reinforce the present teaching system by the regular provision of new skills and information in harmony with social and scientific developments.

12.5 Who needs INSET?

There was general agreement among teachers on the need for INSET at various stages in their careers, as a continuous process, and also broad agreement as to the required content and its function in the educational system. The high interest among teachers in general in attending INSET courses in the future derives from their needs for more specialised methodology and knowledge of curriculum subjects. This is understandable, on account of the limited coverage of these matters in their pre-service education.

As described by several educators in Iraq, present pre-service programmes provide insufficient background in

content areas. Poorly qualified teachers, male, specialising in vocational subjects, those from the south region, and those with less than 10 years teaching experience, expressed greater desire to attend than other colleagues. Poorly - qualified teachers felt the need for further training in order to place them on the same level as those with a degree. Younger and less experienced teachers tended to be those with fewer family responsibilities and commitments, and so in a better position to attend. Those with more teaching experience have already developed abilities to solve the educational and classroom problems they face. Moreover, they have experienced poor INSET courses in the past. Industrial and agricultural teachers show a greater desire to attend than others, because they felt they need more help and knowledge in the field of new teaching methods, particularly in applied subjects.

In general, there are four main categories of people in VE who need special INSET programmes, which this study hopes to propose for them, in order to achieve the goals of the educational system. The four groups could enhance and support each other in order to gain adequate and qualified teachers able to provide and communicate academic, applied and scientific skills and knowledge:

1- Teachers (Academic and Vocational): These are the teachers who have graduated from colleges with a university degree (B.A., B.Ed., B.Sc. and/or their equivalents). They are responsible for teaching the theoretical and academic side of the approved curriculum in the VSs. These are

divided into two groups:

a) Qualified teachers who graduated from the educational colleges and VTDs.

b) Unqualified teachers who graduated from non- education colleges.

2- Instructors: Most of these are unqualified with the exception of a small group whose qualifications are not accepted by some educational bodies, rendering them unsuitable to train students at this level. However all the instructors who graduated from VSs are regarded as unqualified.

3- Administrators (supervisors, principals and deputies): Due to the fact that most of the qualified teachers have no desire to be principals or deputies, many of these administrative personnel are unqualified. This means the EVE is often forced to employ inferior personnel from the unqualified cadres.

4- Trainers: Unfortunately there exists no study of this group which has considered its characteristics in greater detail than the present study has been able to do. (See Chapter 7). The EVE depend on part - time lecturers who are sometimes involved in planning INSET programmes. It is worth mentioning in this respect that the EVE and its IAVD need to appoint specialised teaching staff with responsibility for implementing and running INSET programmes.

In regard to the first three groups above, this study provides more details about the nature of their qualifications and also the estimated numbers.(See Table 12.1)

Table 12.1 Who needs INSET? (Numbers as of Academic Year 1988/89)

Needy Groups in INSET	Colleges and Institutes where they graduated	Estimated Number
1. Unqualified Teachers	Non - educational Colleges	2201
2. Unqualified Instructors	Vocational Schools	2319
	Vocational Institutes	1007
3. Qualified Teaching Staff	Colleges of Education	
	VTTDs	
	Training Institute of Cadres	2793
4. Teaching staff who have been employed in industrial sector	Education Colleges	
	Non-education Colleges	
	VTTDs	835
5. New Teachers and Instructors (in each year of the plan)	Vocational Schools (if more)	
	Non - educational Colleges	
	Vocational Institutes	
	VTTDs	
	Educational Colleges	717
6. Teaching Staff members who teach subjects outside their own specialis--tion.	Various Colleges, Institutes, and Schools	2354
7. Administrative Staff (principals, supervisors and deputies)	Various Colleges, institutes and schools	1000

12.6. What do vocational teachers need?

(Content of the training programmes):

For many reasons, most of which are related to pre-service programmes, and the rapid changes and development in the curriculum and in Iraqi society, the subjects which attract vocational teachers in Iraq are those related to reinforcing teaching competence, knowledge, and solving classroom problems. The low - qualified teachers of applied subjects have little teaching experience , instructors, male

especially, show greatest interest in pedagogy and teaching methods, whereas women and those with less than 10 years experience (young) express more need for subjects related to classroom management and pupil discipline in comparison with male and older colleagues. This is because of lack of experience in this area, and also the shyness of women in teaching the opposite sex in the co-educational students system.

It is important also to recognise that teachers in VSs need more knowledge of how to teach students of different abilities, because VSs accept students of lower ability, due to the bad reputation of VS, which makes many higher - ability students reluctant to enter this kind of education. Thus teachers need more knowledge and teaching skills to motivate students to receive this kind of education. Teaching staff have a great need to participate in INSET courses related to:

1- Pedagogy: There is a need to increase the basic knowledge of teachers in the field of pedagogy and new teaching methods. This could be done in two stages; first, by causing the unqualified to become qualified teachers (both academically and educationally); secondly, by updating teachers' skills in teaching methods, taking into account that more time should be given to practical applications.

2- Curriculum: There is a need to modernise and update the knowledge and skills of teachers in the area of official curricula, bringing them into line with the developed world

by filling in deficiencies in the scientific and technical area with new discoveries and information, especially in industry, commerce and agriculture, as well as the official school curriculum.

3- New developments in the vocational world: This reflects the importance of a field of scientific and technological change which is developing rapidly and directly affects the vocational subjects (industry, commerce and agriculture) and the teachers who are responsible for communicating the innovations taking place in the applied sciences.

3- Classroom management: There is a need to improve the ability of teachers to control their pupils effectively in the classroom, with the emphasis being laid upon the subject of psychology of adolescence.

4- Educational Technology-New Teaching aids: There is a need to increase the teachers' ability and knowledge in using modern teaching aids, and other technical instruments. Also teachers should be encouraged to participate in the development of such training and teaching methods.

5- Examinations, Tests (Methods, Techniques): There is a need to acquaint teachers with new methods and techniques in the field of assessment of students' work, either in the classroom or as a practical project.

6- Socio-economic and political development in the country: Emphasis needs to be placed on the teachers' role in promoting development in Iraq, as well as showing how VE contributes to the socio -economic development of the country. There is therefore a need to change attitudes of

teachers towards the new demands of society.

Generally we can ascertain the needs of the teaching staff in INSET according to main categories (Table 12.2 being regarded as an indication towards helping in the setting up of different INSET plans and programmes in the future).

Table 12.2 Vocational Teaching Staff Needs, in Key Areas, According to Main Groups

Group	Topics in the: first level	Second level	Third level	Forth level	Fifth level
-Qualified	-More Curriculum (teaching subjects)	-New development in their fields	-New teaching aids	-Classroom management	-More Pedagogy
-Unqualified	-More pedagogy	-More curriculum	-More Classroom management	-New teaching aids	-New development in their fields
-Male	-More pedagogy	-More curriculum	-New development in their fields	-More teaching aids	-Classroom management
-Female	-More classroom management	-More pedagogy	-More curriculum	-More teaching aids	-More new development in their field
-Academic	-More curriculum	-More pedagogy	-New teaching aids	-Classroom management	-New development
-Industrial	-More pedagogy	-New development	-Classroom managem.	-More curriculum	-More teaching aids
-Commercial	-More curriculum	-More pedagogy	-Classroom managem.	-New development	-More teaching aids
-Agricultural	-More pedagogy	-New development	-More curriculum	-New teaching aids	-Classroom management
-Experienced	-New development	-More pedagogy	-New teaching aids	-More curriculum	-Classroom management
-Inexperienced	-More pedagogy	-Classroom Managem.	-More curriculum	-New teaching aids	-New development

12.6.1 The Suggested INSET Programmes:

According to the present situation the priorities of INSET programmes could be identified, and six main INSET programmes be suggested to meet the immediate INSET needs: (See Table 12.3)

1- Training programmes for INSET Trainers;

2- Training programmes for Administrators;

Table 12.3 Target groups, aims and main features of proposed programmes.

The Type of Programme	Qualifying (education) programme	Qualifying (academic) programme	Induction programme	Orientation and refresher programme	Administrators (leader) programme	Trainers (INSET leader) programme	Advanced specialist programme
Participants in the programme	-All the teachers who have graduated from non-educational colleges and institutes -All those teaching outside their own specialisation.	-All the teaching staff who have graduated from the vocational school -All those who have been transferred from outside EVE.	-All probationers and other teachers new to the school.	(a) Teachers (academic and vocational), in early mid-career. (b) Teachers who have passed mid-career.	Schools administrators (principals, deputies and heads of departments)	A selected group from the teachers and schools' administration also seniors or tutors.	Limited number of talented teaching staff annually.
The special aims of the programme	1.To provide teaching cadres who will be able to teach their subjects effectively by giving them educational qualifications. 2.To expand and update teachers' subject knowledge and awarness skills of modern teaching methods.	1.To provide teaching cadres who will be able to teach new subjects (which they have not been in position of qualification) by qualifying them academically. 2.To expand and update teachers' knowledge and skills in the field of teaching methods and pedagogy.	1.To be given the relative information and experience to enable them to do their new professional job with their new environment either in-or outside schools. (Guidance about disciplins, standards, resources, school organisation and routines, and dealing with parents). 2.To help them in integrating socially, lifting up their morale, and encouraging loyalty.	1 Providing the teachers with modern innovations in the field of their specialists subjects, also developing their skills of teaching to be proficient. 2.A chance to evaluate what has been done to date, to consider direction of career over next few years and to acquire appropriate extra qualification or to explore ways of obtaining increased job satisfaction from present and past.	1.Supplying these groups with the important information on new innovations in the field of school administration. 2.Providing these groups with the practical skills in the field of educational administration. 3 Providing more information about the particular philosophy of education and policy adopted by the country.	1.Preparing the participants to be responsible for INSET 2.Enlarging and expanding the knowledge of the participants about the importance of INSET theories and methods. 3.Increasing the skills of the participants in the field of analysis of jobs, and identifying training needs. 4 Increasing the participants organisational and planning skills.	A chance for the specialists who wish to develop their own specialists, expertise and in the same time to become more aware of totality of the curriculum.
The suggested subjects of the programmes for details	First: The educational topics 1.Educational psychology and educational psychology. 2.Pedagogy and teaching methods 3.Assessment and evaluation. 4.Classroom management. 5.Educational system and educational philosophy. 6.Using and developing teaching techniques. 7.Designing the experiments and	Second:The academic topics 1.Analysis of vocational textbooks according to the trainees subjects 2.Special teaching methods to certain subjects.	1.The vocational school and its relationships with other system and organisation. 2 Educational and school laws and legislations. 3 The human relationships in and outside school. 4.The problems of vocational schools. 5.The characteristics of school's students.	1. 20% of total hours should be allocated to educational subjects (which include pedagogy of the specific subjects, and adolescent psychology). 2. 80% of total hours allocated to analysing the vocational textbooks in accordance with the selected teachers group, in certain subjects.	-The modern trends in school administration. -Organisational politics of training and development. -How to deliver an effective, professional training presentation. -How to develop a departmental training budget. -Identifying and analysing the teachers' needs and problems. -Analysis, evaluation, and assessing the subordinates. -Theories of behaviour also professional behaviour.	-The role of training and history of the field. -Types of training (an analysis of technical skills) -Building trainer skills -oral communication, influence building, managing groups... -Audio visual supports- most effective use of technology.. -Training content:learning style preferences, methods to training programme design -Resources for the trainer- a review of major training associations, journals,.....	Different academic and vocational subjects
Providers	Universities Colleges of Education IAVD with supervision of colleges VTDs		Mainly the schools but with help from other agencies on request.	-All education and non-education institutes and establishments at central or local level, out or inside country. - Or time off for research.	Ministry of Education co-operation with universities (option with special diploma). Another possible area for the open university (distance ed.	IAVD or regional level under supervision of IAVD and the university	University (option with M.A.,M.Ed.,M.Sc. Ph.D. and Diploma for those who had no degree at all.

3- Induction programmes;

4- Qualifying programmes;

5- Orientation and refresher programmes;

6- Advanced specialist programmes.

These programmes could be of two kinds, the regular and the ancillary. The first type would involve all teachers at least once during their career, while participation in the second type would be voluntary.

These programmes should be provided in order of their importance as follows:

First Stage: In this stage the INSET programmes supply the basic information and skills needed by those trainers and school administrators who will be responsible for providing, setting up and delivering INSET activities. This stage must be completed before any other programme is attempted, especially if INSET activities are to start from the local and vocational schools.

Second Stage: In this stage vocational teachers are taken through various INSET programmes such as qualifying, refresher, and induction programmes.

12.6.1.1 The Administrators and INSET Trainers Programmes:

Let us now discuss Administrators' and Trainers' training programmes for the group who will be responsible for running the INSET programmes at local or central levels. (See Table 12.3) There is a critical need for this group to run VSs and implement INSET programmes, either at central or non centralised levels. It is important to pay attention to

this particular aspect of training because a number of teachers attending INSET activities have complained that those who trained them lacked the necessary experience to handle older and more experienced teachers. In Iraq, college teaching staff are usually requested to run INSET courses. They tend to run these courses in the same way that they conduct initial pre-service training for teachers. As a result, experienced teachers quickly identify their trainers' weaknesses and many easily lose interest. Thus, trainers need special training to allow them to present courses of a higher professional standard. The investigation has shown that very few people now running INSET activities have actually received such training. It is therefore recommended that specialist training should be organised for those people who run INSET courses and for newly appointed principals, to enable them to cope with their new roles. According to the suggested programmes the principals and supervisors need training because they will be responsible for giving INSET to new and untrained teachers who are posted to their schools. The principals give advice without sometimes knowing that this, in effect, constitutes an element of INSET. The two following steps could provide personnel to play effective roles as administrators or trainers.

Step One: Selecting personnel according to scientific qualifications and personal characteristics which comprise: (a) good organisational skills. (b) the ability to persuade

others, (c) ability to use time effectively, (d) firmness and patience, (e) observant nature, (f) flexibility and ability to accommodate the other person's point of view, (g) ability to affect others, (h) courage in decision making.

Step Two: Preparation (re-training) of cadres; this is done in three stages:

a) In stage 1 the trainers undergo programmes designed to impart basic knowledge and skills needed by this group. This stage should be carried out before any other INSET activities are commenced;

b) In stage 2 the advanced programme develops the skills, increases the knowledge, and refines the behaviour of the group based upon their performance in the first stage above;

c) In stage 3 a refresher programme will ensure that they continue to be in touch with the world of innovation.

The basic responsibilities of the trainers group are as follows:

1- designing and implementing a future INSET programme;

2- evaluating the efficiency of the INSET programme and follow up of the trainees;

3- carrying out a special consultation about INSET activities.

12.6.1.2 The Induction Training Programmes:

The success or failure of the teacher, may to a great extent be attributed to attitudes which are formed at the start of his/her career. Hence the right corrective move will, in the future, decrease these problems.

The rate of growth in teaching staff members of the VSs in the last 10 years (1979/80-1989/90) shows a more than 9% increase of total annual numbers. This percentage would have been larger if the 50% of intermediate school graduates had been achieved and if the targets set by the Ministry of Education had been met. In addition, probationary teachers (those participating for the first time in the teaching profession) have problems from their pre-service training, as shown by this study; it has been found that in this period, provision is inadequate. Thus, the plan suggests new programmes which may arm these new teachers with the information and skills they need in order to encounter new responsibilities. The programmes also hope to help them socially, raise morale and encourage loyalty.

In England, for example, newly - qualified teachers who are certificated and salaried, undergo an induction period of one year, during which they are still under supervision, before they become fully fledged teachers. The investigator would like to recommend a similar system for vocational teachers in Iraq.

It seems that, in general, the needs of new teachers are similar everywhere. Dalrymple in 1967 [10] described the

important needs of new teachers in the New London Borough of Barking thus:

1- confronting the probationers was transition from the protected role of the student to class-room exposure as a teacher;

2- that at the primary level the problem was one of class- room management in the face of a multiplicity of demands that pupils make and of devising adequate means of satisfy them.

Clark and Pococke in 1971 (11) also confirmed that discipline was the prime problem of those who were slow starters at the secondary school level. Taylor and Dale in 1971 (12) found, from their sample of probationers, that in many cases, they were given too little information about the nature and requirement of the post. Also they were physically tired because of the work load of preparation and were often struggling with personal problems such as accommodation, travel, and in some cases, loneliness. Furthermore the National Union of Teacher (NUT) has frequently expressed concern over the character, structure and assessment of the probationary year for newly qualified teachers. (13)

However, the time has come for the education system in Iraq to give the induction of new teachers the same sort of critical attention which was paid to it by the James report and subsequent Government White Paper in England. (14)

It can be stated that the requirements of the induction year are as follows:

1. full information about the nature and requirements of the post;
2. support in decreasing the work load because new teachers are often struggling with personal problems such as accommodation, travel, and in some cases, loneliness;
3. encouragement by their colleagues; many new teachers face additional stress because teachers normally operate in relative isolation from their colleagues.

The following suggestions could be implemented in order to carry out the programme of induction:

1- the principals should give those new to the profession more time to enable them to prepare their work adequately and without strain, since this burden is always disproportionately heavy during the first year;

2- the new teachers should be under the supervision of a senior teacher or advisor officially designated for this purpose, who would take particular note of the background and training of the student for the specific teaching situation he/she would be meeting;

3- measures which facilitate the smooth transition between training and professional life will reduce the likelihood of discouragement and will help to make careers rewarding; (15)

4. employing authorities and head teachers should give full information about both the type and level of work required from a newly qualified teacher. The student needs to know as much about the job he is applying for, as the authority does about the applicant.

It could be said that the needs of newly trained teachers fall in the following areas:

1- an identified member of staff other than the heads of department to act as a point of reference and to help on a day to day basis;
2- the opportunity to meet other probationers, both in the same school and from departments with the same subject interest in other schools;
3- informative documentation and clear guidance about discipline, school organisation and routines, standards, resources, and dealing with parents;
4- encouragement and reassurance;
5- support *from the DGE, especially from specialist* advisors.

Finally, the important activities through which the school and educational authorities could support this induction year as the plan recommends are as follows:

a) induction day conferences;
b) specific optional courses;
c) observation of lessons given by experienced colleagues;
d) participation in a structured induction programme;
e) teaching alongside other members of staff, observed by

members of staff while teaching;

f) opportunities to visit other schools;

g) meetings, discussions organised by school;

h) other support arrangements;

i) visits by EVE and DGE supervisors/advisers;

k) observation by inspectors /advisors in the class-room.

From analysis of the figures of Table 12.4 below, it can be seen that no relationship exists between the increase in the annual budget of the EVE, and the increase of numbers of new teachers and students enrolled in the system. The increase in new students is due to the central plan which requires EVE to accept 50% of those who continue in the

Table 12.4 Annual Growth ratio of Vocational Students, Teaching Staff and Budget

Year	The Annual Growth of Number of:		Total Allocation of Funds for the EVE
	Students	Teaching Staff	
1980	5.2	5.7	16613488
1981	-3.6	1.8	17430000
1982	15.4	12.1	18712000
1983	26.2	8.1	19945000
1984	28.2	3.9	20968000
1985	21.2	20.5	20968000
1986	11.2	19.6	25719000
1987	8.0	8.6	25469000
1988	6.5	12.1	23558650

preparatory education level. This policy unfortunately failed to achieve its target even though it established the Central Registration Office which is responsible for distributing students to various educational channels

according to their examination results.

Thus, the problem is to increase the number of students in VS, in accordance with the Central Plans [16]. The estimated annual growth ratio of new students is 22.5% up to year 2000/2001, when 680500 students will be in the whole VS system, while in the final year of the study plan, 1993/4, 294226 students will be in the VS system.

As a result of what has been said above, the following alternatives were suggested in an attempt to create a balance between the number of students and the number of teachers; in another words, these alternatives are based upon the staff- student ratio.

1. Alternative One: This assumes the following ratios students/teacher = 25/1, students/instructor = 12/1. The theoretical side (academic and vocational) will take up 70% of time of the weekly study plan, 30% will be devoted to practical (applied) subjects. So by using special formulae, [17] the number of new teachers and instructors needed to make the plan work is estimated to be 3193 each year of the plan. (See Table 12.5).

2.Alternative Two: According to this Alternative, 1801 new teaching staff members annually should be appointed to achieve a student/teacher ratio of 30/1. (See Table 12.5) This alternative would apply if the EVE could not achieve the number set forth in the plan (Alternative One).

Table 12.5 The Alternatives Suggested Target Figures

Details	Alternative one	Alternative Two	Alternative Three
1. Estimated No. of students in the target year 1993/94	294226	294226	153647
2. Students/teacher ratio	25/1	30/1	30/1
3. Students/instructors ratio	12/1	15/1	12/1
4. Teachers' weekly teaching hours	20	22	20
5. Instructors' weekly teaching hours	26	32	26
6. Estimated number of teachers needed in the year 1993/4	24318	17358	11051
7. Estimated number of new teaching staff in each year of the plan	3193	1801	717

3. Alternative Three: This Alternative has the target of maintaining the growth of teaching staff at the present level, ensuring that student increase will be balanced with the annual teaching growth, which means the EVE must admit its failure to keep its promise to accept more new students. So EVE must modify the number of new students entering, in relation to its ability to appoint new teachers. Even in the years of the Iraq/Iran war, with all the associated problems, the EVE was able to appoint on average, 717 new teaching staff members annually. If the EVE continues to emphasise quantity at the expense of quality, admitting more students than can be satisfactorily trained, this can only have an adverse effect upon the Iraqi economy. At the

present many indications confirm that the State is beginning to withdraw from the policy of full employment in this area. However, this alternative seeks to maintain the number of students - 153647 - the same as in the base year (1988/89) to achieve a student/teacher ratio of 30/1 and a student/instructor ratio of 12/1.

EVE could choose any of the 3 Alternatives and modify the one selected to make it suitable to the circumstance applicable at any given time.

The poor distribution of teachers in VS is due to teachers' personal preferences, and has caused some schools to be deficient in staff, while there is a surplus in others. This is one of many reasons which has caused more than 2000 teachers and instructors to teach one or more subjects they did not want to teach, causing dissatisfaction among thousands of students who were badly taught in these subjects. Therefore many subjects have become marginaliesd in the VS.

The problem, in the investigator's view, is that the teachers themselves, despite their difficulties in teaching these subjects, prefer to stay at the same school, rather than transfer to another. This attitude is due partly to the structure of the traditional Iraqi family on the one hand, and partly to desire to remain in areas with good facilities. On the other hand more than 300 vocational teachers from agricultural schools have been forced to leave their schools because of the decrease in the number of

students of agricultural schools at the end of 1980s; as a result, they have had to teach in commercial and industrial schools, dealing with subjects completely different from their own specialisation.

12.6.1.3 Qualifying Programmes

Based upon the results of this study, the number of unqualified teachers exceeds that originally anticipated, (See table 12.1), on account of the fact that no recent study has been made in this area. This high percentage of unqualified teachers came about as a result of various factors most of which were discussed previously. The most important was that the EVE was forced to employ graduates from different levels and backgrounds, because of the increase in the number of vocational students. Furthermore, the pre-service establishments are not adequate to produce a qualified cadre, in particular in the subjects which are needed by the VSs. This seems to be a general problem suffered by vocational education wherever it is found, and is not confined to Iraq.

Apparently, the teachers have gained teaching experience "on the job", However, their overall experience is not sufficient. In spite of much criticism of the policy for training vocational teachers, the problem has continued with no fundamental solution. There have been brave attempts by the EVE to solve this problem, but unfortunately the EVE failed to introduce the solutions it had previously sought because of the great influx of students, which led the EVE to transfer many officers from industry as well as to

appoint graduates of its VSs and technical institutes as instructors.

Thus the main aims of these programmes are:

1- To provide teaching staff who will be able to teach their subjects (and new subjects, in the case of those who have not been trained in these subjects before) effectively;

2- To expand and update teachers' knowledge and skills in the field of teaching methods to be adopted.

The content of these programmes should concentrate on subjects such as educational psychology and adolescent psychology, pedagogy and teaching methods, assessment and evaluation, classroom management, use and development of teaching techniques, the educational system and educational philosophy, designing experiments and research and finally analysis of vocational textbooks according to the trainees' subjects.

About 40% of Iraqi VS graduate teachers would like to continue their studies in pursuit of further qualifications. (See Table 10.12- Chapter 10). For these, EVE should consider the itroduction of a course equivalent to the PGCE course in England. This is a one -year, full-time course taken by graduates, either immediately upon taking their first degree, or later, after work experience, and leading to a recognised qualification, the Post-Graduate Certificate in Education. The course covers educational method, psychology, sociology and philosophy of education, and incorporates a specified period of supervised practical

teaching experience.

12.6.1.4. Orientation and Refreshment Programmes:

All teachers and instructors (academic and vocational), in early mid-career or those who have passed mid-career are invited to attend this kind of INSET activity, providing them with up - to - date knowledge in their specialist subjects, and developing their skills. This kind of INSET activity is a chance to evaluate what has been done to date, to consider direction of career over the next few years and acquire appropriate extra qualifications or to explore ways of obtaining increased job satisfaction. All education and non-education institutes and establishments at central or local level, outside or inside the country, should be involved in providing this kind of INSET programme and/or time off for research.

Because of the present INSET needs of teaching staff this study recommends that the programmes' content could comprise:

- 20% of total hours allocated to educational subjects (which include pedagogy of the specific subjects and adolescent psychology);
- 80% of total hours allocated to analysis of vocational textbooks related to the teachers' subject area.

12.6.1.5 Advanced programmes:

A limited number of talented teaching staff from different academic and vocational subjects should annually be given the opportunity to continue their education and training. This programme is a chance for the specialists who

wish to remain such, to develop their own specialisations and at the same time to become more aware of the totality of the curriculum. The main providers for this type of INSET programme are universities, colleges of education and VTDs, also universities in foreign countries (option with M.A., M.Ed., M.Sc., Ph.D. and Diploma - see Table 12.6) It is believed that the greatest problems which the group suffer are lack of teaching skill and poor preparation.

Table 12.6 Suggested Qualifying Training Courses.

Audience (the group)	Title of the course	Length (duration)	Providers
1. Teachers who have graduated from non-educational colleges	Diploma in education	One Year full-time and/or Two Years part-time	Colleges of education
2. Instructors who have graduated from non-educational institute (Diploma holders or VSC)	Certificate in education.	6-12 months full-time	EVE/IAVD with co-operation with colleges of education and Vocational Teachers Departments
3. Instructors who have graduated from non-educational institutes (Diploma holder only)	B.Sc. in vocational subjects which concentrate on pedagogy & teaching methods	2 Years full-time and/or 4 Years part-time (a limited number annually commencing with young people)	Vocational Teachers Departments/University of Baghdad and Technology University
4. Instructors who graduated from vocational second-ary schools only	Diploma in vocation-al subjects which concentrate on pedagogy & teaching methods.	2 Years full-time (a limited number annually commencing with young people).	Vocational Teachers Departments.
5. All degree holders (B.Sc., B.A., & B.Ed	Master's degrees.... Ph.D..... Advanced (further) studies.	1-2 Year full-time 3 Years full-time (a limited number annually selected from talented people	Iraqi universities and/or foreign universities.

UNESCO recommended that

> **"the teaching staff for education of technicians should possess either a degree or higher technician's qualification in an appropriate field and should have had industrial or comparable experience in their particular discipline"** (18)

The Committee for General and Technical Education of the Council of Europe has also stated that, technical teacher training could not achieve its purpose unless based on a sufficiently high standard and level of academic and technical training, such as a university or its equivalent in the technical and vocational field. (19)

I.L.O. pointed out that vocational teaching staff should be recruited from "persons with appropriate practical experience as well as a degree or diploma awarded after appropriate training in a university, technical institution or teacher's training college or by a body approved by the public authorities". (20) All three organisations cited above agree on one principle, and that is that vocational teachers should have received some kind of professional training in both theory and practice. For VSs teaching staff a further factor was added, related to the psychological position. Those instructors who have not a degree desire to be on an equal footing with their graduate colleagues. The latter are presently in a dominant position in schools, taking into account that paper qualifications are more highly regarded than practical skills. However, the aim of qualifying courses is to meet the two urgent needs:

1- to ensure that all vocational teaching staff have

necessary professional competences and the ability to teach their subjects;

2- to develop and update their teaching methods,enabling them to teach subjects which they have not trained to teach.

The universities are in a very strong position to make a substantial contribution towards this demand for vocational teachers and can and should offer most of the kind of courses which have been suggested. (See Table 12.6) This investigator hopes that teachers will be able to avail themselves of the additional training likely to be provided.

Obviously the universities, colleges of education, and VTDs must offer a variety of INSET courses which award certificates where needed. Therefore they must provide higher degrees in education and also the type of courses this plan has recommended. It is hoped that a new system of part-time courses could be offered with a named award and that there will be development of short courses which could be accumulated by means of a credit system and lead to a named reward.

12.7 How to organise and provide INSET (Timetabling and Scheduling INSET activities):

In spite of the common belief that the best locations for INSET are the institutes from which they graduated - because of the availability of technical resources and qualified teaching staff- other places such as teaching centres, VSs, and non-educational establishments are also regarded as necessary providers because of the variety of

their abilities and resources and because of the nature of vocational subjects. It could be said that the VSs are not yet sufficiently experienced to play a major part in the provision of INSET, but the time may have come to give the VSs some independence in setting up INSET courses which may support their staff in self development and also develop new teachers. Thus, INSET courses should be related to local demand, which may mean that planners will need to look to other providers in the future. This may possibly cause EVE to allow VSs to set up short courses and establish teachers' centres.

The proposed course structure (See Table 12.7) is as follows:

One week course: It is proposed that all teachers should be entitled to one week's in-service training each year. This could be implemented by shortening the school year by one week. If it were shortened by that time, during which the pupils might be given extra homework to do, this would not cause undue disruption to the work of the schools; (moreover, in practice, all schools in Iraq already extend their summer holiday for a month or more). This "in-service week" could be the same week for all schools or at different times for groups of schools. It would be better if it were at different times, and teachers were grouped into in-service regions, so as to make better use of available resources.

Organisers of the activities for this INSET course should be the supervisors assisted by the administrative

staff of the schools concerned, i.e. principals and their assistants. The supervisors and the administrators should "teach" or take a leading role in INSET course activities. The programme for such courses/activities should be flexible and practical in character. If there is a need for demonstration lessons, they could be observed in a nearby "in-service region". Obviously this set-up is school-focused, but external agents such as foreign educational consultants, or other local specialist staff, could effectively be used. The participation of the teaching staff of the IAVD and its (suggested) divisions, is not precluded

Table 12.7 The Proposed Course Structure

Types of INSET Course	Group who attend	Place	Providers	Time
1. One - Week	Teachers, Instructors and Probationers	-Vocational Schools &/or School in area	Supervisors Principals Senior	Term-Time (shorting the school year
2. Day-release	Administrators (Principals, Deputies, Senior and Heads of Departments	-Teacher Centre -IAVD -Ed. Colleges	-IAVD -Local Advisor Committee	One-day weekly
3. One to Two months voluntary	Teaching cadres	outside school: -Teacher Centre -Universities, -Industrial est. -IAVD	-IAVD -DIT -Universities and colleges	-During School work and/or school holiday -Designing the timetable of 5 days.
4. Two to eight weeks Pedagogy	Unqualified teachers and instructors	-Universities/ educational Colleges and practice in school during term	-Colleges of Education -IAVD	Summer vacation and term-time of school
5. Advance	(As seen in Table 12.6)			

from these arrangements. However the main responsibility is placed by the proposal on the supervision committee and on the principals and their deputies.

A Day - release: To facilitate their effective participation in pedagogical work, it is proposed that principals and deputies be required to undergo a month's training at the proposed IAVD pedagogical division. Those in the Baghdad area could attend at IAVD. No release time need be involved, because the reduced teaching load of assistant principals would enable them to be made available on a given day weekly, for one year. Courses for those outside Baghdad could be held at the proposed regional centres.

Although there is scope for flexibility, those courses should cover VS administration, interpersonal relations, and preparation for the role of these senior teaching personnel in the INSET of junior teachers. They would also enable principals to understand and support innovative ideas introduced by staff fresh from pre-service or in-service training.

A One-two month voluntary courses: It is proposed that all teacher be entitled, if they so wish, to claim one month's release from time to time during their career (every 10 years, say) for INSET. Such courses could lead to a certificate which carries promotional advantages. They could be run at regional centres, under the supervision of the proposed Directorate In-service Training (DIT) and IAVD, with the co-operation of educational and other establishments.

Some teachers would no doubt be prepared to attend courses during holidays or in the afternoons and evenings. For courses held during class hours, however, various alternative arrangements could be made to minimise disruption of teaching. One possibility might be to have staff time-tabled for only 5 of the 6 working days, freeing them for INSET one day a week.

Another possibility would be to increase the number of teachers in some subjects by 0.2% or 0.1% of the total in those subjects, to cover the teaching load of those released for INSET. This may be possible, despite the general shortage of teachers, as there is evidence that many teachers are now returning to their duties after completing a compulsory period of national service. Teachers could be allocated among a number of INSET programmes which could be scheduled in rotation over a 4 year period. (i.e. all teachers could be divided into 11 circle of INSET programmes, each circle including 0.2 of the total number of teachers).

As an alternative, some 10 or 11 hours out of the teachers' timetable of 32 hours a week could be scheduled for other professional activities, as opposed to class teaching. INSET could thus be undertaken during normal school hours, both inside the school and by attendance at courses and workshops at other institutions.

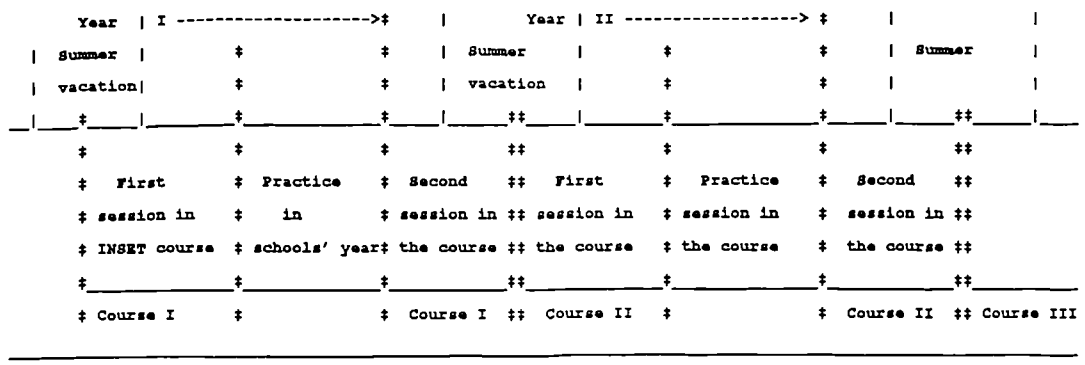
Two eight-weeks -pedagogy- course: All vocational teachers should receive full or partial professional trained in both

theoretical and practical aspects. This course would be aimed at instructors and unqualified teachers; it would integrate theory and practice, and would be designed to meet the needs of VSs. The theoretical study would comprise two eight-week courses, one on classroom teaching methods, the second focusing on evaluation and examination, with remedial work as necessary.

The practical element could be incorporated in the form of lessons delivered by trainees for discussion and analysis by their colleagues and trainers. In addition, there would be a year of practical work in the schools, during which the tutor would supervise and make at least four visits.

Course organisation: The first eight-week session will begin during the summer vacation, continuing into the first month of the new school year, during which teachers will return to their schools to minimise disruption. After a year's practical teaching with tutor supervision, the second eight-week session will begin, extending into the summer vacation. Thus only eight weeks in any one school year will be affected by the absence of teachers for INSET. (See Figure 12.1) If 10 Iraqi universities and IAVD agreed to train 100 teachers per year for 5 years, the 5530 teachers needed could be provided. It is realised that many teachers would prefer not to be held during holiday periods, but it is thought that in that case the inconvenience can be justified as this would occur only once in the individual's teaching career and it would enable unqualified staff to gain the

Figure 12.1 Timing and Organisation of Qualifying INSET Courses



benefits of certification.

12.8 Length of INSET Courses:

The time of some vocational INSET courses will necessarily be governed by factors such as the planting season or the need to deal with a specific disease. This must be taken into account in planning.

Term time courses are more popular than those held in the vacation, because of family commitments and the hot summer climate. Some flexibility is called for to strike a balance between the needs of teachers, who may benefit by being released from all teaching duties during INSET, and the needs of schools to avoid undue disruption of teaching.

Regarding duration, most teachers prefer courses lasting 1-3 months. Past programmes have perhaps been too ambitious and arduous. Careful specification of objectives and choice of topics should enable courses to be shortened; indeed, there is an increasing tendency for administrators to prefer shorter courses in order to avoid teachers being absent from their schools for long periods.

Timing is obviously an important element in INSET planning, and implementation, and sensitivity to the needs of trainees and institutions is needed. This would include focusing on specific subjects to cut course length, and setting courses near trainees' homes or places of work.

12.9 Defining INSET activities:

Once the needs of the staff have been identified the appropriate activities can be taken to solve the problems. The priorities of teachers in the field of method and style of training, have come from pre-service course methods. This may be because of probable lack of experience or knowledge of other methods which might be acceptable to them if they had known about them. It seems that the teachers are reluctant to try to develop new skills. This could be because of the additional burden associated with implementing new methods. We found that the teachers' interest still lay in having lectures in their belief that their teaching could be improved mainly by improving their own lecturing style. Formal lectures, to be followed by discussions and question sessions, is possible what the teachers really desired.

For strategies of training large numbers of teachers' and instructors in Iraq within a limited period of time, it seems that the following could usefully be applied:

1- The "Cascade" System; this is a useful model which could be recommended for the training of the trainers themselves. The trainers must be carefully selected for their experience and expertise, which should be appropriate to particular

stages of the training programme. They should also be competent as trainers;

2- Multi-Media Approach; its inclusion of a variety of activities and styles is one of the best systems which could be adopted to meet the objectives of those in charge of INSET in Iraq. However, the activities designed to meet the problems can be universally used in many situations. These will be comprised of the following elements:

a) Adapting needs to various individual and group aims;
b) Activities designed upon the needs identified by staff either on an individual or group basis;
c) Putting into practice;
d) Formative and summative evaluation;
e) Continuation of activities.

3- Distance education: this is useful for those who for various reasons are unable to attend courses, those living in outlying areas, for example, or those who cannot take time out from their regular work. It also has the advantage of being relatively cheap, as travel and residence costs are eliminated.

In view of the high drop out rate in Iraq's education system, the large numbers to be trained, the inadequacy of facilities, and the concentration of resources in a few urban areas beyond the reach of many teachers, this type of INSET could play an important role.

The EVE should therefore instigate research in this field with a view to establishing a programme whereby all professional teaching qualifications could be achieved by

distance INSET.

Techniques for delivering INSET: Our purpose here is to order the activities in terms of the experience impact they can be expected to have on the learner, so that they can be related to the kind of learning outcome desired;

1- Demonstration lessons: It has been found that this type of model is quite adequate for the implementation and delivery of simple INSET information. These lessons should be implemented under the guidance of experienced teachers, together with organised discussions;

2- Visits: An effective element of in-service training is the visiting done (within and outside of school) in order to find out how others deal with similar problems. In order to make visits more effective, guidelines for observing and interviewing should be developed and established. These visits should be to industrial concerns, commercial firms, and working farms especially locations in which organisations other than educational ones can be involved;

3- Panel discussion: These panels should be administered by experienced teachers;

4- Courses: Courses on new ideas and techniques supervised by the Directorate of In-service Training -suggested by plan- and university courses should be set up along the line of identified needs;

5- Workshop: Workshops conducted jointly by the school system and the universities have been found to be an effective format for INSET. These workshops provide the opportunity to work on problems, and encourage interests

chosen by the trainees;

6- Active research on classroom problems: INSET programmes based on research format have been found to be an effective way to introduce particular changes, or experimentation, in both the school and the classroom with new methods and materials. This active research should be carried out under the aegis of supervisors and colleges' teaching staff;

7- Conferences: This format should only be used to tackle specific topics and should be supervised by recognised experts in the field concerned.

8- Television broadcasts: Such courses can be very effective in serving teachers wherever they are, at any time of year, especially for needs that arise suddenly, particularly for the technical and vocational cadres;

9- Radio programmes: In co-operation with Iraqi educational sectors, the Iraqi radio network could play an active role by providing a variety of educational programmes which would enrich the teachers and those interested in in-service training;

10- Professional publications: All those who are in charge of INSET training, such as educational agencies, teaching unions, universities, colleges, the Ministry of Education and Ministry of Higher Education, should publish and disseminate weekly journals, periodicals, magazines, and pamphlets;

11- Annual cultural sessions: These are to discuss studies and academic research into various problems which are

presently facing the VSs;

12- Films: These are of various types deal with specialised subjects. They aim to offer solutions to problems by explaining and introducing new concepts;

13- The scientific committees: Teachers should work together within specialised committees chaired by the supervisors or particularly able principals or teachers, according to their experience;

14- In-service Training packages: Numerous resource packages have been produced, variously aimed at staff development, at training for change and at particular pedagogical skills, or in regard to practical subjects such as science.

To help in the implementation of these strategies and methods, a number of **Teachers Centres** could be set up, from which individual teachers could borrow equipment for a particular series of lessons, or obtain advice on particular problems from a trained teachers' centre leader. Such centres would also provide a forum where groups of teachers in an area could meet to develop localised curriculum units and to plan joint investigations into local educational problems.

12.10 Motivations and Incentives:

Because of the nature of traditional Iraqi family relationships, family commitments are stated as the prime reason preventing teachers attending INSET activities. Unsuitable venues (too far), unsuitable times, and irrelevant subjects are other reasons why teachers do not attend INSET

courses. It is difficult to deal with traditional Iraqi family commitments because of society's attitude. However, in the light of the new atmosphere and outlook prevailing the education system in Iraq, it is thought that Iraqi society will gradually change with regard to traditional family value commitments, enabling teachers to be more free to attend fully to their duties.

In addition, many teachers believe that they have already enough knowledge and skills, and that they do not need any more INSET courses; others believe that the courses will perpetuate academic programmes been planned by people with no experience in the classroom. The formulation of the aims of INSET programmes must take account of the actual needs of teachers and their motives because there is a relationship between need and motivation in the attitude towards INSET programmes, i.e. it seems that the reasons which will cause them to participate in INSET activities in the future are similar to their present needs.

It is possible that those who are in greatest need of INSET are those unenthusiastic teachers who would not attend INSET at all even if their promotion prospects were increased by so doing. However, the setting up of INSET activities to update and improve teachers' professional skills and pedagogical methods, as well as updating teachers knowledge of their own subjects to make it possible for them to take up different duties, could provide the motivation for vocational teachers at this stage. As awarenss of the

importance of INSET increased, it is expected that incentives of this kind would become less necessary. However, we must not forget the other motivations which could possibly be a contribution to the success of INSET programmes.

If attendance on INSET courses is compulsory, the work should be done during term time. Therefore, it is essential that teachers be freed from their teaching duties to attend INSET activities. Similarly enough money should be made available to cover all expenses incurred on INSET courses. Attendance on these courses should be part of the qualification for advancement in the teacher's career. INSET courses should provide some kind of approved certificate, and/or a degree for courses of substantial duration. In addition, trainees should be given increased responsibilities, promotion to higher courses, priority in university admission, opportunity to travel abroad to participate in advanced training courses, and first choice in their area of work. All these above incentives are direct ones which the system needs to adopt in order that the desire to attend INSET will be implanted in teachers.

There are other alternative incentives which the respondents themselves suggested in their comments. In respect of indirect incentives which could help the system to encourage people to attend INSET courses, the media must be fully utilised to raise awareness of the importance of INSET. Competitions could be organised between INSET providers and trainees, to find and reward the high

achievers.

INSET planners should take into account the loss incurred by many Iraqi teachers in attending courses, due to the fact that many have a second source of income which is sacrificed when they attend courses. If teachers could attend courses in their own areas, this problem would not arise.

In spite of the fact that this plan sees the importance of fostering the attitude in the teacher, that the sacrifices involved in attending INSET are worthwhile in view of the life-long benefits gained, it is believed that the trainees should be rewarded with both tangible and non-material incentives for their participation, which is of benefit to the whole education system.

This study hopes to offer solutions to many problems which tend to inhibit teachers from attending INSET courses. The financial problem could be solved by the salary structure the plan puts forward. Only when teachers' living standards are raised, can we ask of them a more dedicated attitude to their teaching and training. Salaries are an important factor influencing both teachers' effectiveness, and their professional status. For example a comparison between the salaries of VS teachers and university teaching staff, shows that the latter are financially much better off, even though the EVE has awarded vocational teachers 20 I.D. more than their colleagues elsewhere. The Iraqi Council of Ministers is at present seeking to find a solution to

this problem of unequal salary scale between the various sectors. It is hoped by this means to increase the status of the job, gaining recognition of it as a full and difficult one.

Another equally important factor is that of social esteem. Traditionally in Iraqi society, the educated were accorded high esteem and this was a factor influencing the belief that this sector should be given financial recognition, despite their growing number in the society; teachers need to adapt more to a society which, the respondents pointed out, is becoming utilitarian and money oriented.

The aims of INSET should exceed the traditional teaching methods, for the present demand is for INSET to equip teachers with superior skills which will challenge society's new outlook which seems to value education less now that it is available to all and which denies teachers the status they once held.

12.11 The evaluation and follow-up of INSET

A successful INSET programme should provide for a continuous process of monitoring and adjustment. This process will promote the following: a support system for individual staff members, a reinforcement of newly learned teaching skills, a review of commitment to programme goals, an encouragement to continue or to engage in professional growth, and an opportunity to expand further the options for INSET activities.

Evaluation may be approached through a variety of strategies, for example: tests, questionnaires, interviews, observations, existing records, and input from open-forum discussion at staff meetings. The selection of one of these methods will depend upon the type of activity being evaluated.

It appears from the analysis of the present system that the evaluation carried out in the EVE was distinguished by the following main negative aspects:

1- The evaluation adopted was dependent upon first impressions, either in the field of evaluation trainees or the agencies. So we can say therefore that objective criteria and pointers on which to evaluate the results of INSET were not selected;

2- EVE did not take advantage of the results of evaluation in designing or re-designing INSET plans and programmes to serve the stated training goals; in another words, there was no feedback operation;

3. There has not been enough awareness of the importance of evaluation and the measurement of its results. Also there are no specialists able to carry out the duty.

Besides making better provision for INSET, so as to involve everybody in a minimum attendance of one week each year, and induce more people to participate in voluntary and ancillary courses, it is necessary to establish a scheme of evaluation of the effectiveness of INSET courses and a follow-up. A prime shortcoming of the past and present arrangements by IAVD is the lack of both evaluation and

follow-up operations. It seems that the previous methods adopted failed to give a realistic picture of the trainees, and the INSET courses themselves. The examination method was the prime method adopted to evaluate trainees in the IAVD. This causes many teachers to refuse to participate in future INSET activity. In addition this method may only be suitable for the evaluation of the academic area, which means that there is no adequate way to evaluate the practical contents of INSET activity, or to evaluate the trainers themselves; in another words, the design of the INSET programme should include evaluation methods of differing criteria in order to collect more accurate information.

It is important for us to consider the INSET programme as an integrated process, recognised by the following component parts: collectivity, continuation, objectivity, and suitability. These particular evaluation criteria could be assessed by all those involved in INSET activity (INSET providers, trainees, trainers, principals and supervisors), together with the record of student achievements. It is important to realise that this evaluation should be carried out before the trainees commence the course, during, and directly after it.

At present the IAVD is unable to carry out these important operations. Also the supervisors are at present concerned with a variety of functions: administrative, advisory and supervisory. If they themselves had to organise and co-ordinate a series of one-week courses, they would be in a position to check on their effectiveness, during their

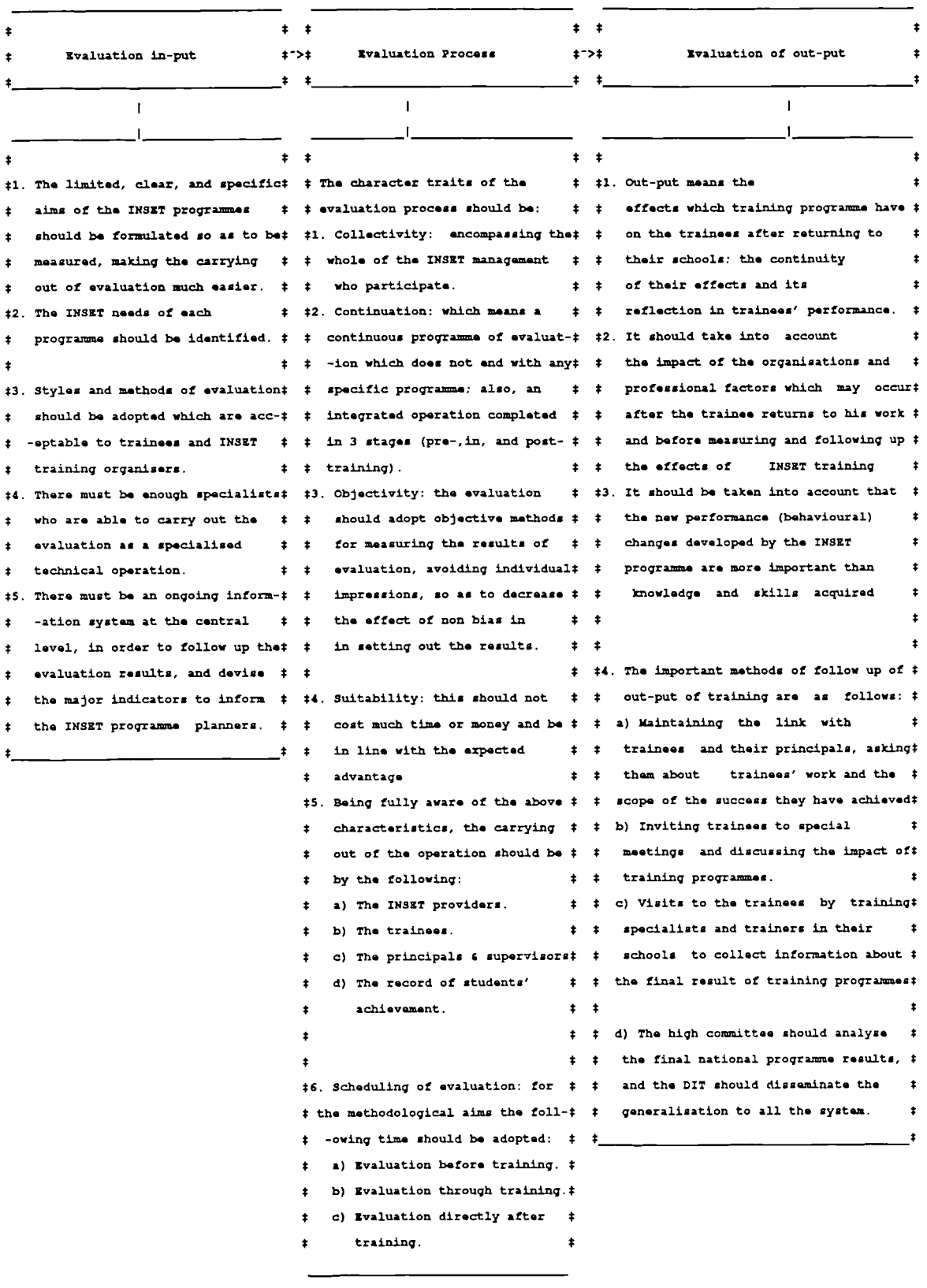
inspection. However, the INSET lecturers of IAVD have no institutionalised framework to enable them to receive feedback. It is suggested that all these lecturers should also be advisers and visit schools one day per week, or one day every fortnight. They would help teachers in their classes, and follow-up what the trainees were teaching in their courses. With regard to evaluation and follow-up, the following steps should be adopted to ease this operation:

a) maintaining contact with the trainees, and their principals, enquiring about their progress after training and the success achieved;
b) inviting the trainees to a special meeting to ascertain from them the impact of the training programme and any negative aspects of the course;
c) conducting visits to trainees at their schools, to collect information about the final results of their training programme, and any difficulties which remained unsolved;
d) finally the high committee should analyse the final national programme results and disseminate the generalisations obtained from this process to the whole education system.

In the light of the above, a framework for the evaluation of INSET has been suggested which is illustrated in Figure 12.2. This has been developed for this study from the Kuwaiti High Committee (1988) model. (21)

The following recommendations should also be taken into account to complete the operation:

Figure 12.2 Proposed framework for the evaluation of INSET.



1- Participants should evaluate each INSET activity at its conclusion;
2- A summary report of INSET activities should be submitted to the units, departments, directorate of INSET and High committee at the end of INSET activity;
3- Recommendations should be made, if necessary, for adding to or revising priorities for the next INSET activity.

12.12 Costs of Providing INSET Programmes:

Because of the nature of the educational system in Iraq, both educational and non-educational establishments which would be involved in the provision of INSET programmes are under State control. For this reason the overall cost would have to be low, because it would involve the investment of available resources of the State, This does not prevent the recommendation that a special budget be set aside, to be made available to INSET courses. Nationally, the EVE should be responsible for administering this, perhaps as a quinquennial budget arrangement. In regard to the suggested high committee concerned with INSET training and supervision the DIT should advise the budgetary committee of the EVE on the budget for INSET. In addition to this role of EVE, the plan suggests that other educational and non-educational establishments should also contribute on the financing of INSET activities in the following ways:

1- The Ministry of Higher Education and Scientific Research should expand its annual budget, to enable INSET to help

vocational teachers by providing special programmes held in the universities, colleges and institutes;

2- Vocational associations, industrial, agricultural, commercial and traditional establishments could also share in financing INSET with EVE;

3- The Teachers Union and other scientific associations, should contribute financially, as well as by developing the teacher staff project directly or indirectly either inside schools (School based INSET) or outside schools (by establishing teachers' centres at regional level).

The cost of INSET may be regarded as comprising the following:

a) Expenditure for lecturers (trainers), course tutors and advisory services;

b) Trainees' financial support (payment of travelling, and other expenses);

c) Provision of teaching and training materials and equipment;

d) Cost of released teachers' salaries;

e) Cost of the premises (existing buildings).

Presently the IAVD meets the cost of item (a) as part-time teaching personnel, while item (b) is dealt with by the schools which send teachers, supporting them on the INSET courses, whereas item (c) is paid for by INSET running institutions, (IAVD, VSs, universities). The EVE pays the salary of the released teachers in full. Item (e) seems to be ignored by Iraqi planners, for existing buildings are used in the running of INSET courses. No record is kept

which itemises total INSET expenditure.

The last issue of the IAVD intimated that the average cost of INSET courses is 10 I.D. per head daily. (22) This cost comprises:

1- Expenditure spent on lecturers, tutors and advisor services;
2- Financial support to teachers (travelling and trainees' expenses);
3- Cost of providing materials and equipment.

On this basis, the cost of the plans recommended by the study could be estimated and there are seen in table No.12.8, which gives more detail about the matter, taking into account:

1- Costs estimations vary according to the alternative proposals selected;
2- The plan assumes that all the teaching staff will be involved on a voluntary basis for one month in 5 years of the plan's duration, in addition to other courses in which they may be involved;
3- The cost of the programmes is estimated on the basis that they will be held in a central location by the EVE, with the exception of one-week, and probationary teachers' courses;
4- The highest total cost of INSET is 4030582 I.D. The lowest total cost is 2389041 I.D. for the first year of the plan. Costs may be lower in other years.

Finally it could be pointed out that the total cost of the 5 years would not exceed the cost of the construction of

Table 12.8 Estimated costs of suggested INSET plans. (in I.D.).

Types of INSET programmes suggested	Estimated No. of Trainees in the base year of the plan (1988/89)	The estimated cost per head for one day	Total costs for the course duration	Total costs of the whole 5 year plan	Notes
1. One week: (in their own schools and/or in a school in the area)	9323 (All teaching staff and administrators in the vocational schools	2	111876	559380	Compulsory activities by shortening the year by one week
2. Day-release:	300	10	114000	570000	972 (principals & deputies) +528 (heads of departm.
3. One to two month: refresher programme (voluntary)	According to:	10			Once during the 5 years of plan.
	Alternative one = 4863		1458900	7294500	
	Alternative two = 3471		1041300	5206500	
	Alternative three= 2210		663060	3315300	
4. Two eight weeks: pedagogy	1035	10	1159872	5796000	It could be held also during the term time.
5. Probationary (New)	According to:				
- One day weekly for one year	Alternative one =3193	5	606670	3033350	
	Alternative two =1801		342190	1710950	
	Alternative three= 717		136230	681150	
- One day weekly for one term	Alternative one =3193		335265	1676325	
	Alternative two =1801		189105	945525	
	Alternative three= 717		75285	376425	
- One week	Alternative one =3193		111755	558775	
	Alternative two =1801		63035	315175	
	Alternative three= 717		25095	125475	
6. Re qualifying: - One-day for one year - One-day for one term	638	10	242364	1211820	835 teaching staff who have been employed in the industrial sector + 2354 Those who teach outside their subject specialisation
			133938	669690	
7. Trainers courses: - One month (ratio of trainees/ trainers=10/100)	According to total number of trainees in the first year, the estimated number of trainers will be:				Group to be selected from talented teachers, instructors, supervisors principals and deputies.
	Alternative one = 1123	10	336900		
	Alternative two = 845		253500		
	Alternative three= 604		181200		

one new building; it is of more importance to train all the teaching staff than to construct a building, however new.

12.13 Administration of the INSET Plans

Management of the plan relies on provision of a broad area of INSET activities. How can this be achieved, as well as maintaining the balance between needs and demands in INSET activities? teachers, VSs, local education authorities, as well as providing institutes must be able both to express their views, and protect *their interests*, while creating a balanced programme.

In order to create an effective administrative system for INSET plans, many steps will need to be taken to change from the present centralised system to a less centralised one which would make use of local and VS organisations to carry out most of the INSET activities needed. For this reason, it is necessary now to explain the aim of this study in this respect:

At the centralised system: This is the national policy framework which finances, co-ordinates, and serves the plans of the local authorities, and VSs. The present system which is responsible for all INSET activities in VE is centralised, but is inadequate and needs attention to become more effective. Therefore many organisations and committees at this level should be set up and developed as follows:

1- High Committee (or Central Committe): A high committee should be established, specially dedicated for pre-and in-service training and directly run by the chairman of EVE. Representatives from the Ministry of Higher Education,

Establishment of Technical Institutes, the Teachers' Union and other Ministries and organisations which have educational interests should be involved. The prime objectives of this committee are given below:

a- to formulate a comprehensive INSET policy and plans;

b- to develop mechanisms for the co-ordination of INSET planning across the EVE, and set up an administrative system and mechanisms that support the efficient and effective implementation of INSET plans;

c- to analyse systematically the extent to which INSET priorities match the available resources;

d- to decide on the range of strategies to be adopted in the implementation of the new programmes, (and identify new needs which constitute the beginning of other development projects).

2- To establish a Directorate of In-service Training (DIT): The establishment of a Directorate of INSET in the EVE lies within the responsibility of the chairman of EVE. The prime duty for this Directorate would be to co-operate with other institutions and co-ordinate many and various opportunities in field of INSET. Officially this Directorate would have wide decision-making authority. The structure of this Directorate should comprise 3 important divisions: (a) Division of planning. (b) Division of co-ordinating. (c) Division of evaluation and follow up.

3- Curriculum Committee: Committees should be formed, dedicated to the main subjects. These would co-operate with

the IAVD and DIT.

4- Developing and reinforcing the abilities and potential of the IAVD by providing enough scientific, educational and administrative staff. The IAVD should be responsible to the chairman of EVE. Also, these should be a high level of co-operation between this institute and both the DIT and Curriculum Committees. Within this Institute, many departments should be opened, and new buildings, equipped with adequate scientific and technical laboratories, libraries, workshops and residential accommodation should be provided.

In order to run and manage the INSET programmes effectively, because of the varying circumstances of each important region, the country should be divided into five main training areas as follows:

1- The Autonomic Region, whose centre is Arbile. This region includes Arbile, D'hok, and Al-Sulaimanya;

2- The Northern Region, whose centre is Nineveh. This region includes Nineveh, Salahiddin, and Al-Ta'mim;

3- The Central Region (1) whose centre is Baghdad Al-Karkh. This region includes Baghdad Al-Karkh, Al-Anbar, Babylon, Karbla, Al-Najaf and Al-Qadissiya;

4- The Central Region (2) whose centre is Baghdad Al-Rasafa. This region includes Baghdad Al-Rasafa, Wasit, Diyala;

5- The southern region whose centre is Basrah. This region includes Basrah, Thi-Qar, Maysan and Al-Muthanna.

In each of the above five regions, a department of

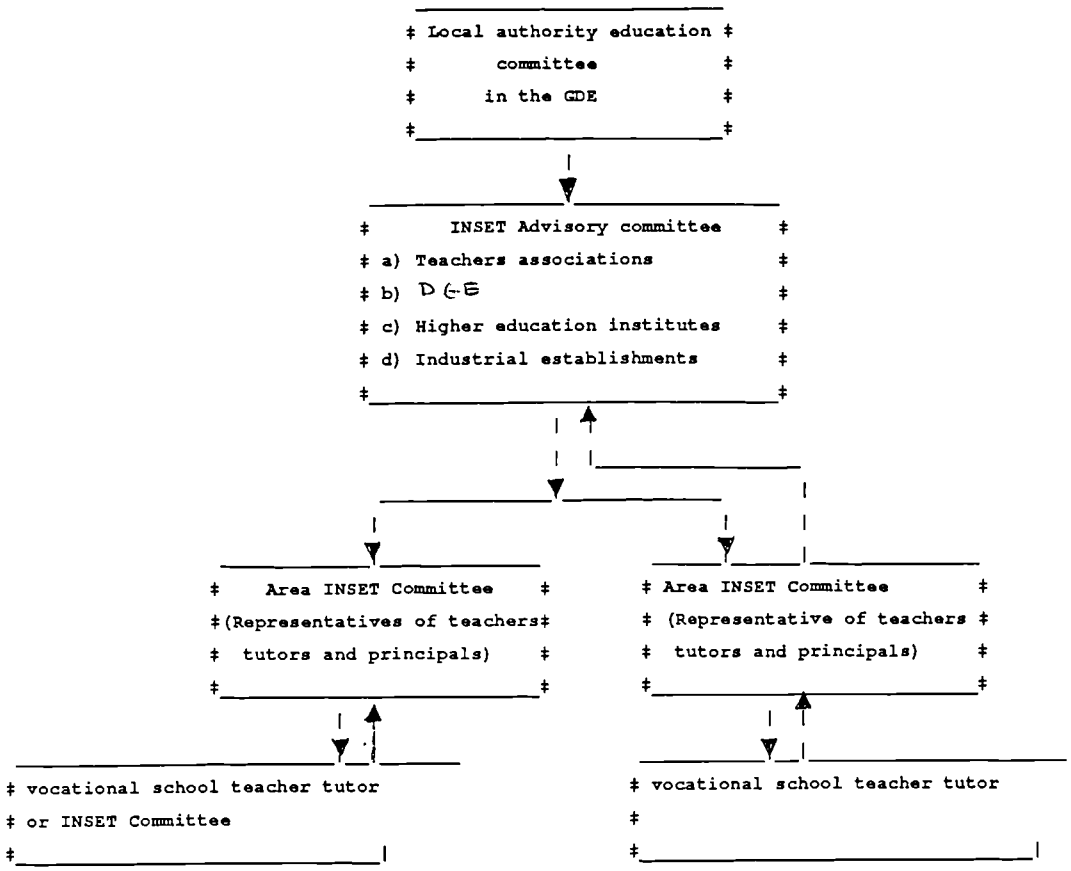
INSET should be established. The duties of these departments would be to study the circumstances of the region and the potential available, and to liase between the central system and the decentralised (i.e. local and VS) system.

More decentralised possibilities: these plans and details needed are given by the local authority, and VSs which are in the position to know these real needs. To ensure this, an organisational framework, both at school and Local education authority level, must be instituted. The ideal way to initiate INSET programmes is from inside the VSs, among teaching staff, who will be a specially responsible for introducing and co-ordinating them. Using these "teacher Tutors" would entail reorganising their duties to give them time to plan and arrange school based programmes. They would first have to undergo a special preparatory course themselves to enable them to perform their duties. It is imperative that the EVE should adopt this system of appointing tutor teachers in all the VSs to ensure success.

It is important to form INSET committees in the large schools, on which the teacher tutors would serve. These committees would run and organise the INSET courses which would be needed, when a large number of teachers became involved.

The dual model suggested by the NUT in G.B. [23] in 1981 has been adopted and developed by this plan (See Figure 12.3) in order to instigate and initiate an active organisation of INSET programmes in Iraq.

Figure 12.3 Organisation of INSET (decentralised Model)



The decentralised model proposed for the plan is based on a high involvement of VSs and teaching staff in the formulation and development of INSET activities. An INSET advisory committee, comprising teachers' associations, DGEs, higher education institutes, and some non-educational establishments, should be set up in every region of Iraq. This then could ask teachers to point out fruitful areas of INSET, either through area representatives or by the direct questionnaire method or a survey of the teachers.

The DGEs and the above departments, in order to encourage direct involvement of VS principals and teachers, should set up the necessary framework with adequate

financing, to encourage implementation of programmes planned by schools and other agencies.

The investigator fully realises the difficulty of a sudden mo e from a centralised to a decentralised system in Iraq because of the inherited educational system and lack of trust in the ability of VS at local level to plan and execute INSET programmes. Therefore it could be suggested that a pilot scheme should be instituted in one province (say, Baghdad province) and if successful then a gradual province by province conversion to a more decentralised system could be introduced.

The pilot scheme will reveal the difficulties and problems that will eventually be encountered nationwide when full decentralisation is introduced.

Finally, local authorities committees of education (suggested) should work with EVE to extend the basic co-ordination, especially with the national INSET policy, and spread the results of evaluation projects throughout the whole of Iraq.

12.14. Roles and integrative relationship between INSET providers:

Because of the nature of INSET programmes, as well as the differences in their objectives, it is imperative that all the bodies and establishments should co-operate with each other, to provide financial, technical and scientific resources for the INSET programmes. It should be the duty of all concerned to integrate their abilities. In this

respect, the formation of a high committee will be very important. This is because its fundamental role will be to limit and co-ordinate the role of the various establishments involved. In order to detect the precise role of these establishments the investigator depended upon all the available literature, national, and international, as well as the views and comments of the respondents and various experts who were interviewed, as a basis for the following suggestions relating to the role of the main establishments.

12.14.1 The role of vocational school

The rationale of INSET at school is based on the principle that it can be closely adapted to local needs and resources, and may promote a deeper understanding of the socio-economic life of the community. In another words, the VSs should now establish their own staff development programmes from local professional centres, advisers and teachers.

The proposal of the James Report which supports the introduction of School-focused in-service work, is recommended by this study for application in Iraqi schools.

> **"In-service should begin in schools. It is here that learning and teaching take place, curricula and techniques are developed and needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility. An active school is constantly reviewing and re-assessing its effectiveness and is ready to consider new methods, new forms of organisation and new ways of dealing with the problems that arise. It will set aside time to explore these questions as far as it can within its own resources, by arranging for discussion study, seminars with**

visiting tutors and visits to other institutions." (24)

In order to carry out the system of school-focused in-service many processes should be taken into purview.

1. At the organisation level:

a) The principals should be responsible for developing their teachers' competence, heading the Board or committee of INSET at the school level;

b) The role of heads of departments should be reinforced. The selection of senior teachers for the main subjects is also important;.

c) The work load of heads of department and senior teachers should be reduced according to the recommendation of the Iraqi Working Paper;(25)

d) There should be co-operation between heads, senior teachers and teachers in developing an in-service plan for their own subjects.

2- At the level of planning and execution a system of school-focused in-service comprises the following steps: (26) (27) (28)

(a) The definition of needs (b) the planning of the system (c) the implementation of the system (d) evaluation and (e) the follow up of ideas gained.

The more common activities which are advised to be adopted by a school-focused system, are: (a) departmental meetings, (b) staff meetings, (c) one or two day conferences, (d) visits of outside experts, (e) interchange of teaching experience between teachers from other

schools, (f) provision of induction programmes for new teachers, and (g) demonstration lessons.

Such a model therefore, keeps staff engaged on a co-operative basis, in a bid to improve the quality of their teaching and hence of the education system. This innovative system would greatly improve the effectiveness of teaching staff. It would be even more successful if the education system in Iraq could support this innovative idea by implementing all the organisations and conditions described above.

With regard to the role and participation of both administrators and teachers, it can be said that despite the heavy work load of administrators (supervisors and principals) and their inadequate experience in the field of INSET activities, the scheme would give them an active role in planning, delivering and following up the INSET activities, particularly these of short duration, which this study would like to suggest should be set up at local level or in VSs. This suggested role derives from the fact that supervisors and principals are able to monitor the needs of teachers better than anybody else because they come into daily contact with teachers. Therefore, in the first stage, this group should re-train in the field of INSET activities.

In the transitional and expanding stage, two kinds of supervisors will probably emerge:

a) supervisors who will concentrate on the administrative field;
b) supervisors who will concentrate on advising, helping

and possibly training teachers.

The tentative conclusion by this study aims to reinforce the technical and scientific ability of supervisors to do the best in the field of INSET.

By giving teachers and administrators an active part in planning INSET activity, it is likely that more ideas will be generated. Moreover, trust when teachers and administrators work together toward a specific goal will increase. They will learn respect for others' opinions and experiences. Trust is the foundation for establishing an effective coalition between teachers and administrators. Thus, re-planting the trust between those two groups will ease the operation of co-operation, and remind the administrators, now supervisors and principals, that they were teachers not long before, and are in a unique position to understand what teachers need in training.

12.14.2 The role of the universities and higher education institutes:

In the developing world which has not enough scientific centres, universities, colleges, and higher educational institutes are still important places for developing teachers, in addition to their role in preparing them initially. Even in the United Kingdom, according to a DES survey, British universities and LEA's each provided 32% of the total number of INSET courses on offer. (29) In fact this can be attributed to the superiority of university facilities, as well as the provision of libraries,

laboratories, educational equipment and qualified teaching staff.

Iraq's first university opened in 1958. In 1987/88, four new universities were opened, bringing the number of state universities to ten[30] with nearly 10000 academic staff. [31] Therefore, these universities should have priority in providing and developing the EVE teaching staff. The front runner should be the Technology university. In order to make these institutes play an active role, the following points should be undertaken:

1- A **Department of INSET training** must be established in each university and university college; also an institute of technology must be established to serve technical teachers providing the INSET courses, so that the principle of INSET training can be accepted as an integrated part of the education programme. There should be enough permanent teaching staff for the departments suggested.

There should be communication between the EVE co-ordinaters and co-ordinators in the INSET training departments. These departments will guide the higher education establishments into the correct pathway for the country's and society's needs, also releasing them from their recent isolation, so that the university can be fully employed in creating the structure and in educational leaderships.

2. The aforesaid departments would be responsible for the following areas:

a) Provision of courses (one year full-time and/or two

years part-time) for unqualified teachers, so they can gain a qualification (advanced Diploma) in teaching. These courses would be held either during the day or in the evening;

b) Provision of day or evening courses (one year full-time and/or two years part-time) courses leading to the advanced diploma in specialist subjects;

c) A limited number of teachers provided by M.Ed, M.A., and Ph.D degree courses annually an a part and full-time basis;

d) Provision of two years full-time and/or four years part-time courses leading to B.Sc degree for trainees who have a diploma in a specialist subject, with emphasis on teaching methods;

e) Supporting the school-based induction programme which should be set up as soon as possible, because of the critical need for probationary teachers, especially in vocational subjects;

f) Provision of short-term refresher courses, varying in length from one day to one month, for teachers released during school time;

g) Ancillary activities such as seminars and conferences;

3. **Research facilities** must be made available, through the centre of education and psychological research, to individuals, or small groups of teachers;

4. **Open university project:** Distance education should be adopted by Iraqi universities, co-operating with the

Ministry of Education and other bodies. Teachers should be given priority in admission to this suggested project. This would be useful due to the vast geographical distance between technical institutes and universities;

5. **Programmed Materials** (planned and especially developed training literature) should be sent to every teacher for private study and self-development, leading to assessment by a type of examination. This would be helpful for some teachers who live at a distance from universities and other institutions and could feasibly and successfully be adopted in Iraq. The universities and higher educational institutes should co-operate with EVE in fulfilling this project.

12.14.3 The role of other bodies and organisations:

Because the majority of teaching staff in VSs specialise in technical subjects, non- educational organisations and establishments should play a more active role in providing and supporting EVE staff, in providing skills and knowledge of modern methods in industry, agriculture, and commerce, to provide a variety of in-service training opportunities.

From a review of many studies of Iraqi organisations and centres as well as respondents' reactions, it appears that there is a vast number of training resources outside the EVE. Only by maintaining firm contacts with these resources can INSET benefit from a multitude of opportunities which far outstrips the vision of EVE in-service programme planners.

It is the responsibility of the co-ordinators to

maintain these links between EVE and the organisations which would tend to reduce the burden upon EVE departments. Such organisations and associations may be involved in the following:

1- Setting up the INSET activities in specialised areas of the EVE where there is great need;
2- Organising and setting up annual conferences, lectures, debates, and seminars which would very much improve and benefit VSs;
3- Making available modern equipment and facilities, leading to educational development.

Unfortunately in Iraq these associations and organisations at present play no active role such as is played by comparable organisations in the U.K.; according to Henderson (1975) 13% of the INSET opportunities were provided by these organisations [32] but a vast amount could be offered by many more said Johnston (1971).[33]

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17. The first formula used is:
    A = [B x C x D / E] / F
    Where A = Number of teachers needed in the target year 1993/4.
    B = Number of students enrolled in the target year 1993/4.
    C = The weekly hours of the study plan (35 hours).
    D = The percentage of the time-table devoted to

theortical study (70%).
E = Student/teacher ratio. (25/1).
F = Number of teaching hours per teacher. (20 hours).

The second formula used is:
A = [B x C x D / E] / F
Where A = Number of instructors needed in the target year 1993/4.
B = Number of students enrolled in the target year 1993/4.
C = The weekly hours of the study plan (35 hours).
D = The percentage of the time-table devoted to practical study (30%).
E = Student/instrudtor ratio. (12/1).
F = Number of training hours per instructor (26 hours).

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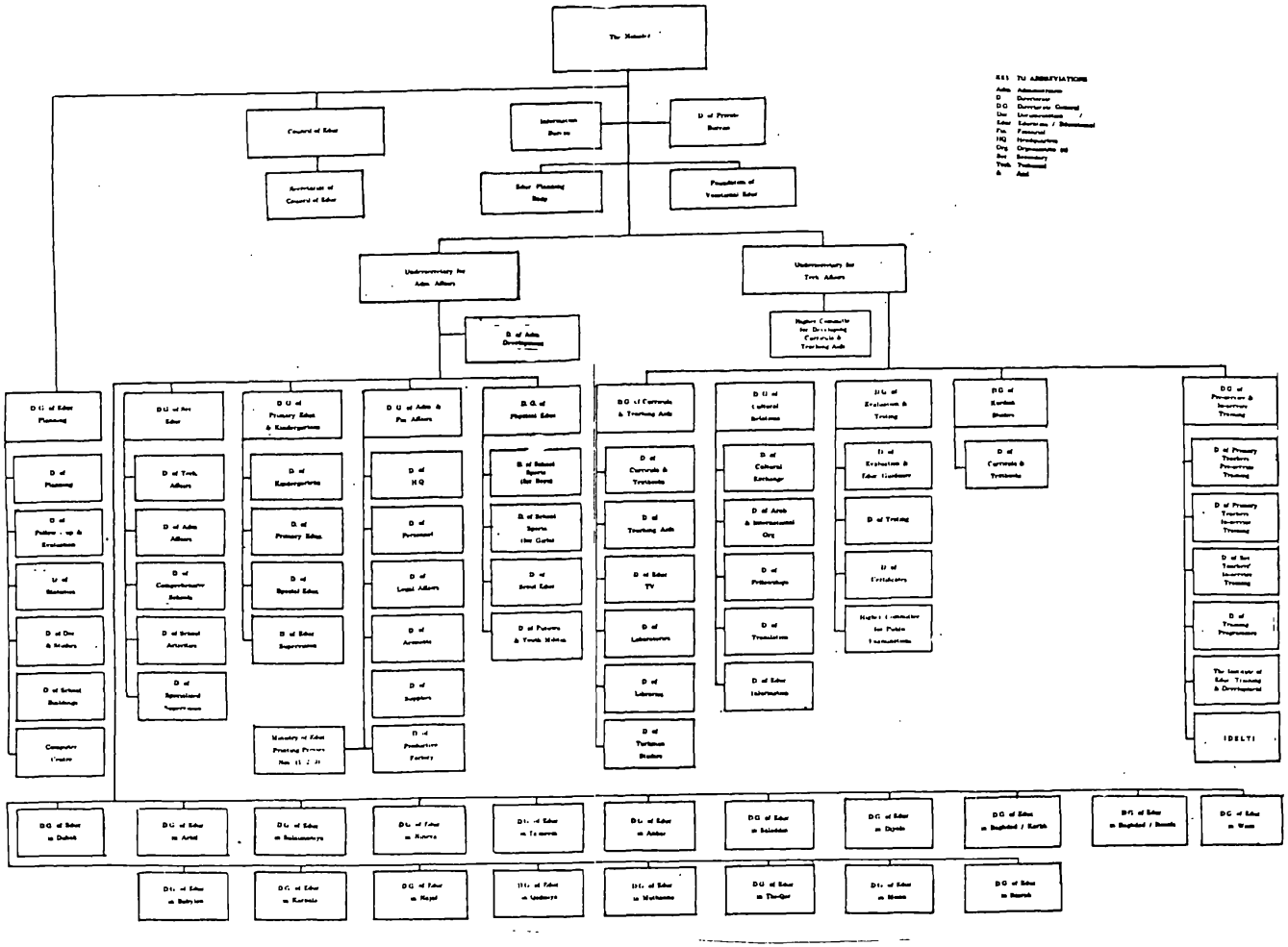
Volume II

Appendices

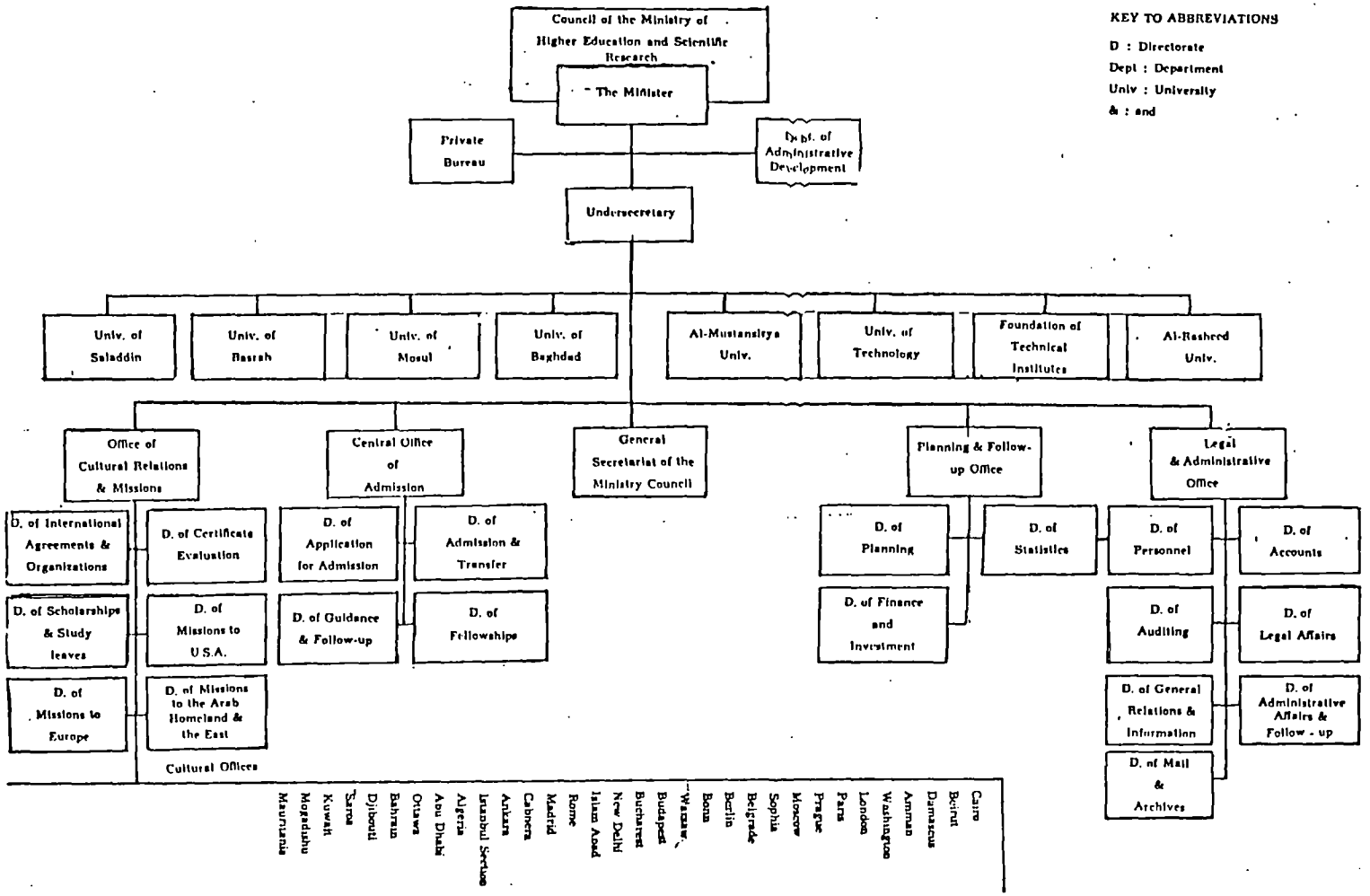
Appendix 2.1
Organizational, Structore of The Ministry of Education



Source: Ministry of Education (1984) Development of Eqoation in Iraq Ioring 1981/82 and 1993/94, Bagndad, Directorate-General of Educational Planning, Al-Janide Printing House.

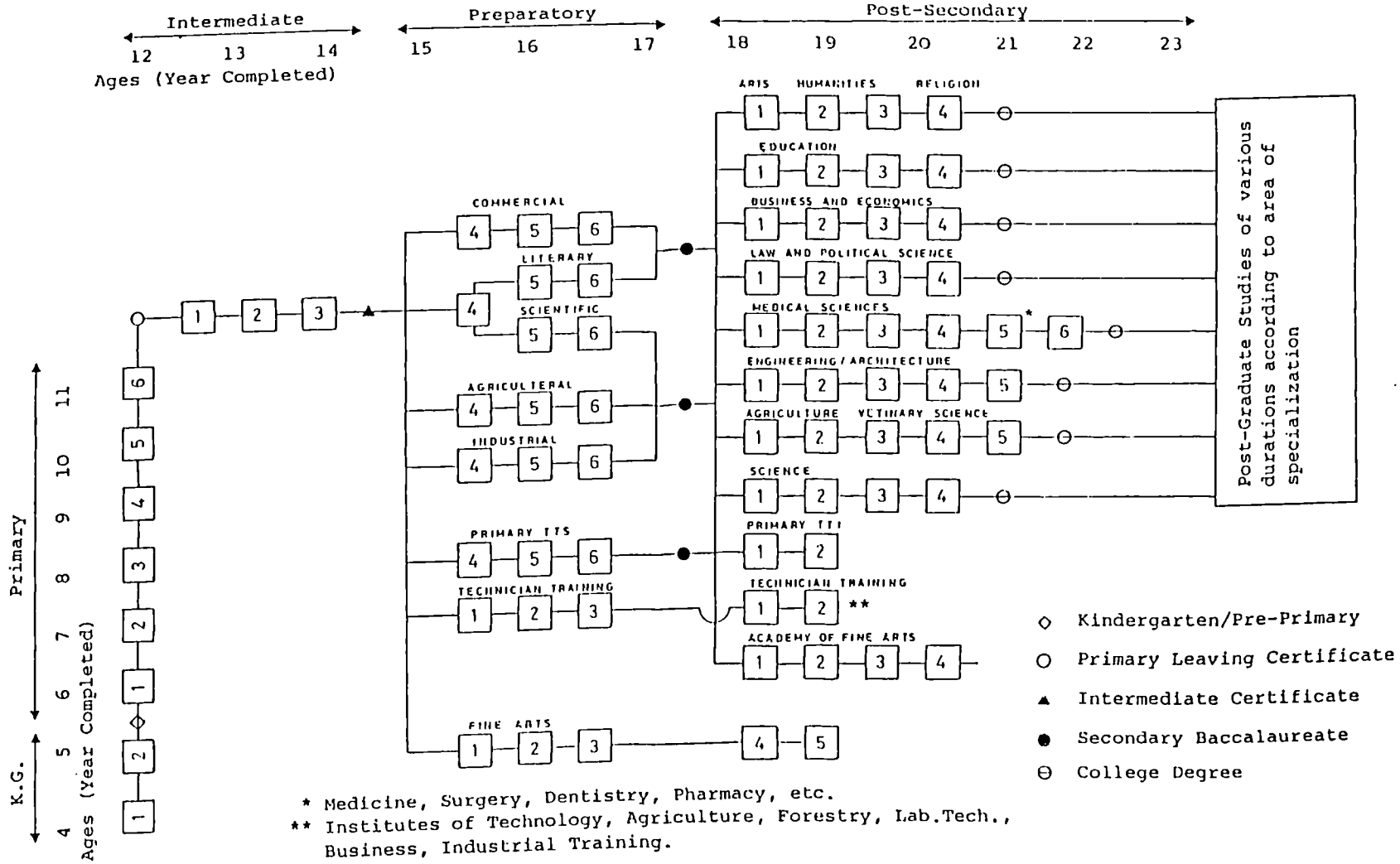
Appendix 2.2

Organizational, Structure of The Ministry of Higher Education and Scientific Research



Source: Ministry of Education (1984) op. cit.

APPENDIX 2.3 : THE STRUCTURE OF THE EDUCATIONAL SYSTEM IN IRAQ



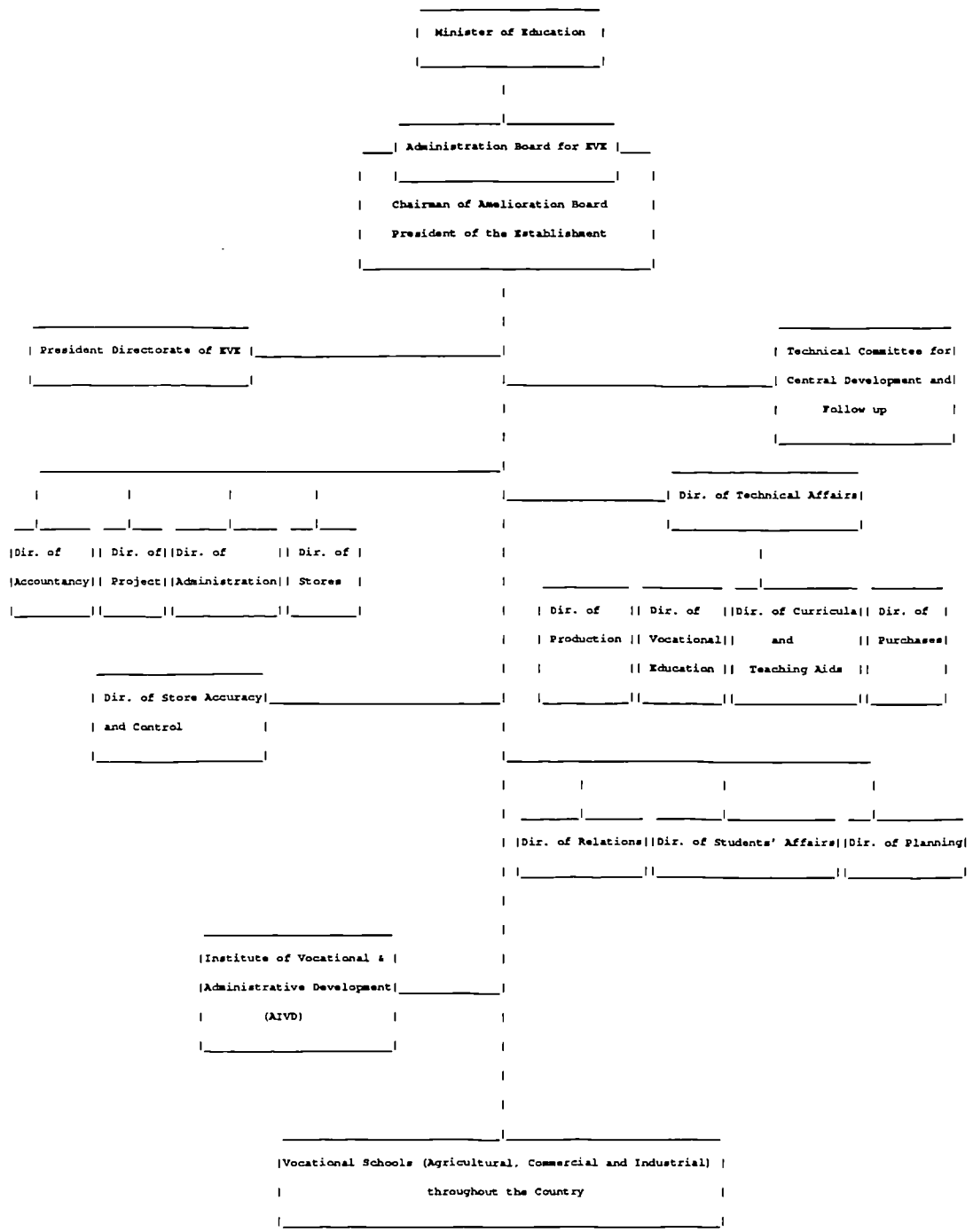
* Medicine, Surgery, Dentistry, Pharmacy, etc.

** Institutes of Technology, Agriculture, Forestry, Lab.Tech., Business, Industrial Training.

Source: Ministry of Education (1979G), Development of Education in Iraq during 1976/77 and 1977/78, Baghdad: Directorate-General of Educational Planning, University of Baghdad Press, p.41.

Appendix 2.4

Diagram 1 Establishment of Vocational Education Organizational Structure in 1987.

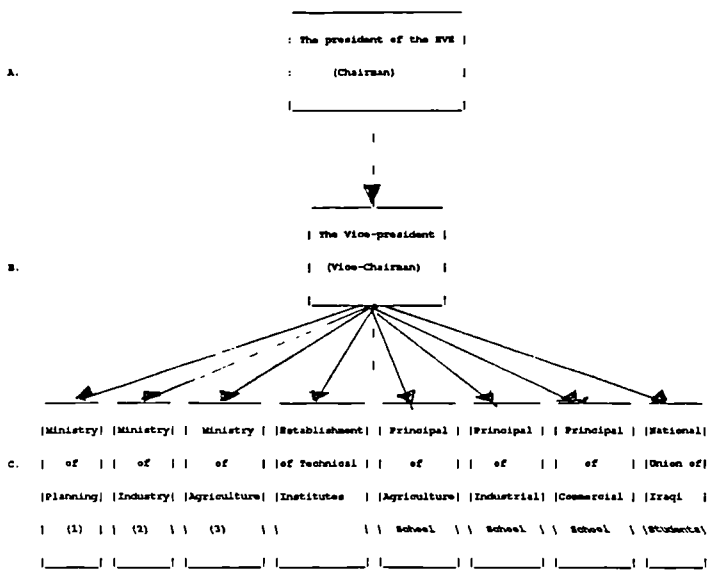


Source: Ministry of Education (1987a) The First Vocational Education Prospectus. Baghad: EVE, 1st of June Industrial School Press.

This Digram has been devised by the investigator.

Appendix 2.4

Diagram 2 Administration Board (Council) of the HVE



A. The chairman of the foundation for VE is appointed according to the Minister's suggestion, by a Republican decree.

B. The vice-chairman is appointed as general manager.

C. The members of the administration Board are appointed by decision of the minister for two renewable years; except in the case of the representative of the executive office for National Union of Iraqi Students, who is appointed for one year, renewable.

(1), (2) and (3) Their official posts should be not less than general manager.

This Diagram has been devised by the investigator.

Appendix 2.5

Comparison of Alternatives Plan: No.2 (1981-1986).

Item		Alternative One 1981/82-1985/86		Alternative Two 1980/81-1984/85		Alternative Three 1981/82-1985/86		Figure Achieved in 1985/86	
Students	Ind.	243792	(48.4%)	178717	(47.7%)	119914	(48.8%)	100414	(57.2%)
	Agr.	17769	(23.4%) 503413*	800122	(21.3%) 374927	59598	(24.2%) 245879	17027	(9.7%) 175636
	Com.	141852	(28.2%)	116198	(31.0%)	66367	(27.0%)	58195	(33.1%)
Teaching Staff	T.	No information about the teaching staff		19822]	26263	Both = 12000 teacher & instructors		6405 teachers & instructors	
	I.			6441]					
New Schools Building	Ind.	No information about the teaching staff		29		76 and expand the - Building Capacity to 1000 students		No information new Schools.	
	Agr.			21	128 Schools				
	Com.			58		25			

*Note: This number represents 50% of all students attending Preparatory Schools by 1986. In 1985/86 an estimated 1,231,062 in of the Intermediate School leavers would attend the Preparatory Stage. 5% would not attend and 10% would attend Government Offices and Vocational Training Centres in other Ministries.

Sources: (1) Ministry of Education (1981d) Light on the Reality and Horizons of Vocational Education in Iraq. Baghdad, EVE, pp.22-30.

(2) Ministry of Education (1987) Researches and Studies of the Sixth Conference of Vocational Schools' Principals 10-12 March 1987. Baghdad: EVE, Directorate of Planning.

Appendix 2.6

Table 1 The Industrial Education Programme of Studies in Iraq, 1987.

Subject	No. of Weekly Periods in Grade					
	IV		V		VI	
	Theo.	Pract.	Theo.	Pract.	Theo.	Pract
Islamic Education & Commentary Quran	2	-	2	-	2	-
Arabic Language	3	-	3	-	3	-
Kurdish Language	2	-	-	-	-	-
English Language	2	-	2	-	2	-
Natural Sciences	3	1	3	1	3	1
Mathematics	3	-	3	-	3	-
National and Socialist Education	1	-	-	-	-	-
Vocational Education	1	-	-	-	-	-
Physical Education	-	-	-	1	-	1
Industrial and Geometr--ical Drawing	-	3	-	3	-	3
Technical Sciences	4	-	4	-	4	-
Practical Training	-	16	-	16	-	16
Total	21	20	17	21	17	21
	41		38		38	

Source: Al Heeti, A. G. and Kalil, S. (1986) The Vocational Education Prograsstion in Iraq Before and After 17th-30th July Revolution. Baghdad: 1st of June Industrial School Press, p.34.

Ministry of Education (1988), Development of Education: 1986-87. National Report of Iraq. Directorate General of Education Planning. p.34.

Appendix 2.6

Table 2 The Commercial Education Programme of Studies in Iraq 1987.

Subject	No. of weekly period grade			
	General		Accoun--tancy	Managemant
	IV	V	VI	VI
Islamic Education & Commentary on Quran	2	2	2	2
Arabic Language	3	3	3	3
Kurdish Language	2			
English Language	4	4	4	4
National & Socialist Education	1			
Physical Education	1	1	1	1
Management Principles	2			
Accountancy Principles	4			
Marketing Principles	4			
Insurance	2			
Mathematics	2			
Commercial Law	2			
Arabic Typing	2	2	2	2
English Typing	2	2	2	2
Administration		2		
Inventory and Stocktaking Evaluation		5		
Economics		3	3	3
Statistics and Computer		2		
Financial Mathematics		3	3	
Tasks of Marketing		2		
Governmental Accountancy			4	
Specialized Accountancy			4	
Commercial Correspondence			2	2
Store Accountancy				3
Stock follow-up & sponsership				4
Purchasing & salling management				4
Total	33	30	30	30

Source: (1) Al Heeti, A. G. and Kalil, S. (1986), op.cit. p.39.
(2) Ministry of Education (1988), op. cit. p.44.

Appendix 2.6

Table 3 The Weekly Study Plan for Agricultural Education (Botanic Production) in Iraq 1987

Subject	First Year		Second Year		Third Year	
	Theo.	Prac.	Theo.	Prac.	Theo.	Prac.
Islamic Education & Commentary on Quran	2		2		2	
Arabic Language	3		3		3	
Kurdish Language	2					
English language	2		2		2	
National & Socialise Education	1					
Biology	3	3	3	3	3	3
Mathematics	2		2		2	
Physical Education		1		1		1
Field Crops & Soil	2	4				
Vegetables Crops			1	3		
Plant Protection			1	1		
Fruit Farming, Gardening & Forestry					2	2
Economics	3					
Agricultural Cooperation			3			
Farm Management & Agricultural Guidance					3	
Agricultural Machinery		2		2		2
Projects		3		3		3
Total	20	13	17	13	17	13
	33		30		30	

Sources: (1) Al Heeti, A. G. and Kalil, S. (1986). op. cit. p.36.
(2) Ministry of Education (1987a) The First Vocational Education Prospectus, EVE, Baghdad, 1st of June Industrial School Press. p.125
(3) Ministry of Education (1983a) The Study Plans. Department of Curricula and Textbooks, pp.10, 11, &12.
(4) Ministry of Education (1988) op. cit. p.42.

Appendix 2.6

Table 4 The Weekly Study Plan for Agricultural Education (Live-Stock Production) in Iraq in 1987

Subject	First Year		Second Year		Third Year	
	Theo.	Pra.	Theo.	Prac.	Theo.	Pra.
Islamic Education & Commentary on Quran	2		2		2	
Arabic Language	3		3		3	
Kurdish Language	2					
English Language	2		2		2	
National & Socialist Education	1					
Science & Life Education	3	3	3	3	3	3
Mathematics	2		2		2	
Physical Education		1		1		1
Animal keeping & Health	4	5				
Poultry husbandry			3	4		
Breeding of Honey bees & Silk Worms			1	1		
Food Industries					1	2
Dairy Industries					1	2
Economics	3					
Agricultural Cooperation			3			
Farm Management & Agricultural Guide					3	
Agricultural Machinery		2		2		2
Projects		3		3		3
Total (Hour/Week)	22	14	17	13	17	13
	36		30		30	

Sources: (1) Al Heeti, A. G. and Kalil, S. (1986) op.cit. p.37.
(2) Ministry of Education (1983) The Study Plans. pp.7-9.
(3) Ministry of Education (1988a) The study plans with the Instructons. Baghdad: EVE, Department of Vocational and scientific Affirs. 1st of June industrial school Press. p.42.

Appendix 2.6

Table 5 The Weekly Study Plan for Veterinary Education for 1987.

Subject	First Year		Second Year		Third Year	
	Theo.	Prac	Theo.	Prac.	Theo.	Prac
Islamic Education & Commentary on Quran	2		2		2	
Arabic Language	3		3		3	
Kurdish Language	2					
English Language	2		2		2	
Science & Life Education	1					
Physics Education		1		1		1
Chemistry	2	2				
Physics			2	2		
Statistics			1			
Biology	2	2				
Administration & Animal Husbandry	3	3				
Anatomy (Dissection)	2	3	2	2		
Physiology	2	3				
Animal Feeding & Improving			2	1		
Veterinary Pharmacology			3	1		
Microbiology & Parasitology			3	2		
Breeding & Poultry Diseases			2	2		
Animal Products			1	2		
Internal Disease					3	3
Surgery & Obstetrics					3	3
Artificial Insemination					1	3
Abattoirs & Meat Inspection					1	2
Communicable & Related Disease					3	3
Medical Jurisdiction & Veterinary Laws					1	
Total	21	14	14	13	19	15
	35		36		34	

Source: Al Heeti, A. G. & Kalil, S. (1986). op. cit. p.38.

Appendix 2.7

Specialisations and branches in vocational schools in Iraq (1987)

TYPE	INDUSTRIAL																	AGRICULTURAL			COMMERCIAL	
SPECIALISATION	MINING	TEXTILES	PRINTING	PATTERN MAKING	AGRICULTURAL MACHINERY	FOUNDRY	FOOD INDUSTRIES	AIR-CONDITIONING PLUMBING	PETRO-CHEMICALS	ENGINEERING DRAWING	BUILDING	CARPENTRY	ELECTRONICS	METALLUREY	AUTOMATION	MECHANICS	ELECTRICITY	BOTANIC PRODUCTION	LIVE-STOCK PRODUCTION	VETERINARY	ACCOUNTANCY	MANAGEMENT
NUMBER OF DEPARTMENTS IN VOCATIONAL SCHOOLS IN IRAQ	1	2	1	1	5	7	2	2	3	5	2	20	36	55	52	59	105	25	25	5	96	96
NUMBER OF SPECIALISATIONS	SEVENTEEN																	THREE			TWO	

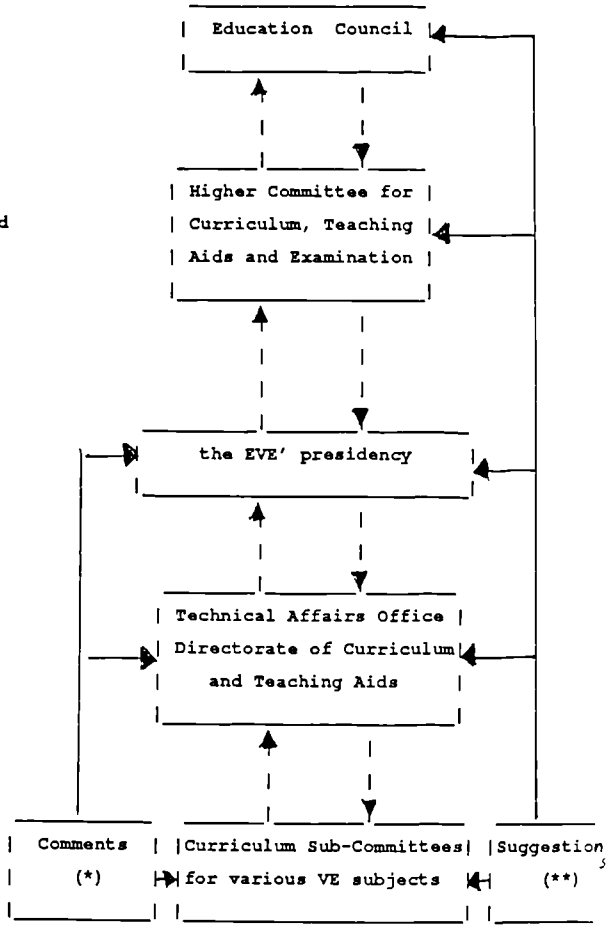
Source: (1) Al Heeti, A. G. and Kalil, (1986), op. cit.

(2) Ministry of Education (1986), op. cit.

Appendix 2.8

Diagram 1 The EVE Machinery for Curriculum Development and Preparation

5. (a) If satisfied on all grounds, the Education Council gives final approval to the curricula.
   (b) If it has queries on any aspect of the curricula, it refers them back to the Higher Committee for clarification.
4. The Higher Committee undertakes technical scrutiny of the curricula to ensure depth and breadth within each subject as well as proper balance between the subjects. If satisfied it submits the draft curricula to the Education Council for final approval.
3. Decisions and suggestions should go through the EVE.
2. In the light of fundamental principles of social and educational philosophy, the Directorate determines the general objectives of educational policy and lays down the basic objectives of curricula for the various levels of education.
1. The Curriculum Sub-Committees, ensuring relevance of curricula and harmanisation between levels.



(*) Comments submitted by teachers, principals and supervisors, usually at the end of every academic year.

(**) Suggestions made by annual educational conferences.

This Diagram has been devised by the investigator.

Appendix 2.9

Diagram 1 VE Teaching Staff

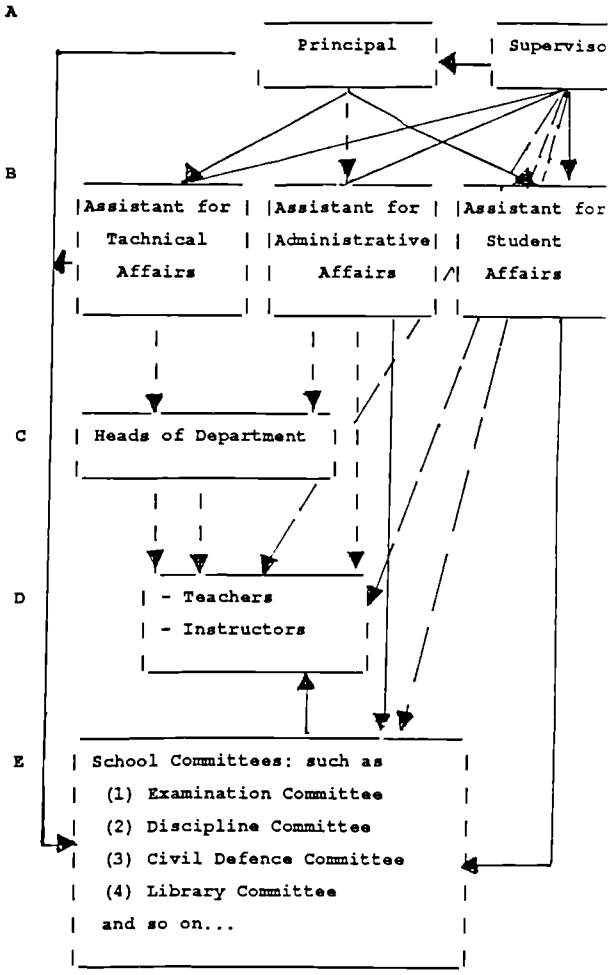
A. Principal: who should be a university graduate with not less than five years teaching experience.

B. Assistant: (one or more) who should be a university graduate with at least three years teaching experience.

C. Head of Department: selected by the school principal from the best teachers and instructors.

D. Teachers: university graduates or equivalent; specialization is necessary in the field they teach.

Instructors: Diploma holders or below, (e.a VS graduates) responsible for teaching practical (side) skill only.



This Diagram has been devised by the investigator.

Appendix 2.10

Table 1 The Number of Students in Vocational Secondary Schools According to Their Branch Between 1968 and 1990.

Year	Industrial	Index	Commercial	Index	Agricultural	Index	Total	Index
1968/69	2296	100	1246	100	3544	100	7096	100
1969/70	2410	105.0	1523	122.2	3602	101.4	7535	106.2
1970/71	2660	115.9	1583	126.9	3616	101.7	7859	110.8
1971/72	2680	116.7	2277	182.7	3252	91.5	8209	115.7
1972/73	3321	144.6	3656	293.4	3119	87.8	10096	142.3
1973/74	5208	226.8	5614	450.6	3531	99.4	14353	202.3
1974/75	8067	351.4	7782	624.6	4112	115.7	19961	281.3
1975/76	10017	436.3	8465	679.4	4689	131.9	23171	326.5
1976/77	13768	599.7	9207	738.9	5390	151.7	28365	399.7
1977/78	19460	847.6	9944	798.1	5784	162.7	35188	495.9
1978/79	27854	1213.2	12436	998.1	7896	222.2	48186	679.1
1979/80	30968	1348.8	14569	1169.3	8489	338.9	54026	761.4
1980/81	31195	1358.7	16643	1335.7	9019	253.8	56847	801.1
1981/82	28205	1228.4	17036	1367.3	7962	224.0	53203	749.8
1982/83	32249	1464.6	20620	1654.9	8514	239.6	61383	865.0
1983/84	43503	1894.7	25226	2024.6	8704	244.9	77433	1091.2
1984/85	58321	2540.1	32186	2583.1	8745	246.1	99246	1398.6
1985/86	75113	3271.5	35664	2862.3	9313	262.0	120090	1692.4
1986/87	84118	3663.7	40197	3226.1	9253	260.4	133568	1882.3
1987/88	91495	3984.9	44699	3587.4	8109	228.8	144303	2033.6
1988/89	96183	4189.2	50338	4039.9	7126	201.1	153647	2165.3
1989/90	92059	4009.5	50046	4016.5	5837	164.7	147942	2084.9

Sources:
(1) Ministry of Education (1981d) Light on the the Reality and Horizons of Vocational Education in Iraq. Baghdad: EVE. p.19.
(2) Ministry of Education (1985b) Education in Iraq in Figures (1967-1984). Department of Statistics No.98. P.6.
(3) Ministry of Education (1987) Research and Studies of the Sixth Conference of Vocational School's Principals, 10-12/March/1987. pp.21-28.
(4) Ministry of Education (1988b) Vocational Education in Iraq for the Academic Year 1987/88. Directorate General of Educational Planning.
(5) Ministry of Education (1989) Vocational Education in Iraq for the Academic Year 1988/89. No.146.
(6) Ministry of Education (1990) Vocational Education in Iraq for the Academic Year 1989/90. No.158.

Appendix 2.10

Table 2 The Number of Teaching Staff in Vocational Secondary Schools for the Period 1968-1990 in Iraq

Year	Industrial	Commercial	Agricultural	Total	Index
1968/69	304	64	290	658	100
1969/70	325	66	312	703	106.8
1970/71	329	103	409	841	127.8
1971/72	346	166	391	897	136.0
1972/73	385	189	354	928	141.0
1973/74	425	233	378	1036	157.5
1974/75	561	370	372	1303	198.0
1975/76	697	419	430	1546	235.0
1976/77	869	487	550	1906	289.7
1977/78	1166	527	644	2333	354.5
1978/79	1766	611	896	3273	497.4
1979/80	2231	691	1006	3928	597.0
1980/81	2288	806	1054	4148	630.4
1981/82	2335	860	1030	4225	642.1
1982/83	2637	1008	1088	4733	719.3
1983/84	2993	1117	1075	5115	777.4
1984/85	3124	1199	992	5315	807.8
1985/86	3883	1539	983	6405	973.4
1986/87	4824	1842	994	7660	1164.1
1987/88	5383	1934	999	8316	1263.8
1988/89	6329	2141	853	9323	1416.9
1989/90	6134	2243	846	9223	1401.7
1990 increase	2017.8%	3504.71%	291.7%		

Sources:

(1) Ministry of Planning (1975) Vocational Educatio in Iraq 1973/74. Central Statistical Office. pp. 4-11.

(2) Ministry of Education (1985b) Education in Iraq in Figures (1967-1984). Department of Statistics, No. 98, February 1985, pp. 6-7.

(3) Ministry of Education (1985d) Vocational Education in Iraq for the Academic Year 1984/85, Department of Statistics, No.109, pp.5, 27, and 40.

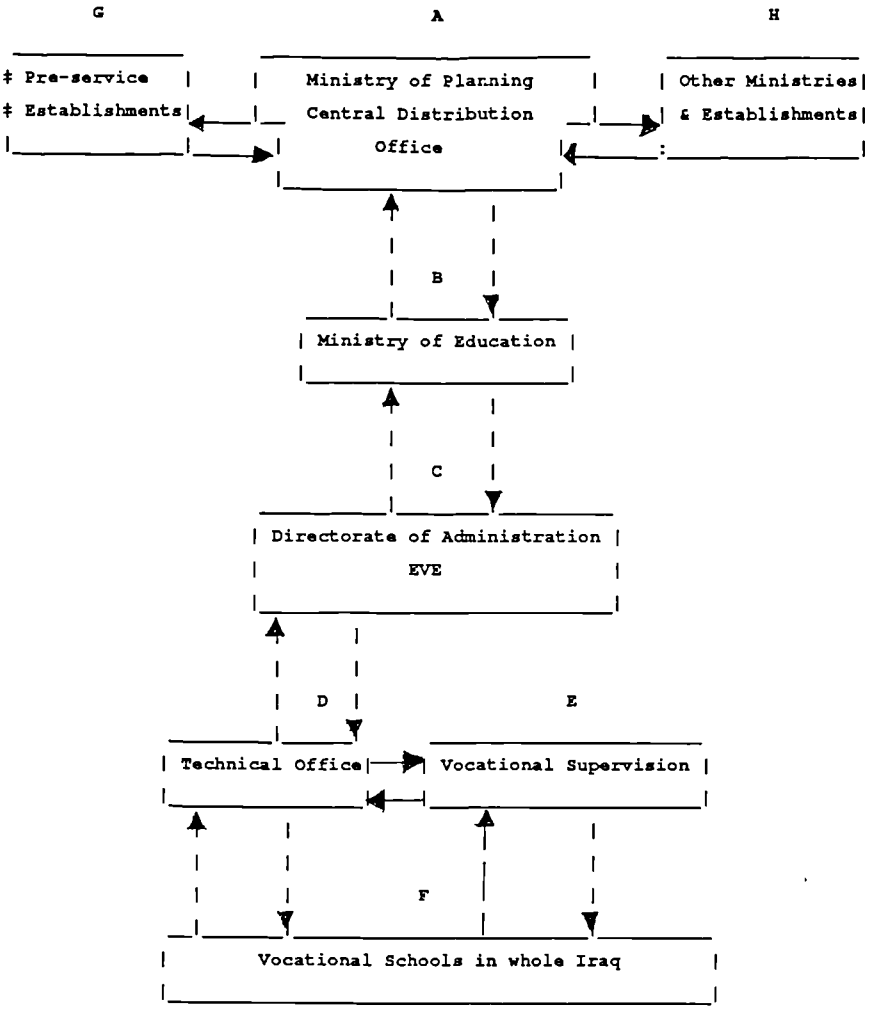
(4) Ministry of Education (1987) Research and Studies of the Sixth Conference of Vocational Schools' Principals 10-12/3/1987, EVE, pp.60, 62, and 64.

(5) Ministry of Planning (1988), Annual Abstract of Statistics, Central Statistics Organization. Table 13/11.

(6) Ministry of Planning (1989), Annual Abstract of Statistics, Baghdad, Central Statistical Organization.

Appendix 2.11

Diagram 1 EVE Employment System



B. After receiving the request from VE and academic offices, the Ministry of Education draws up the uniform lists of needs then sends it to the Central Distribution Office.

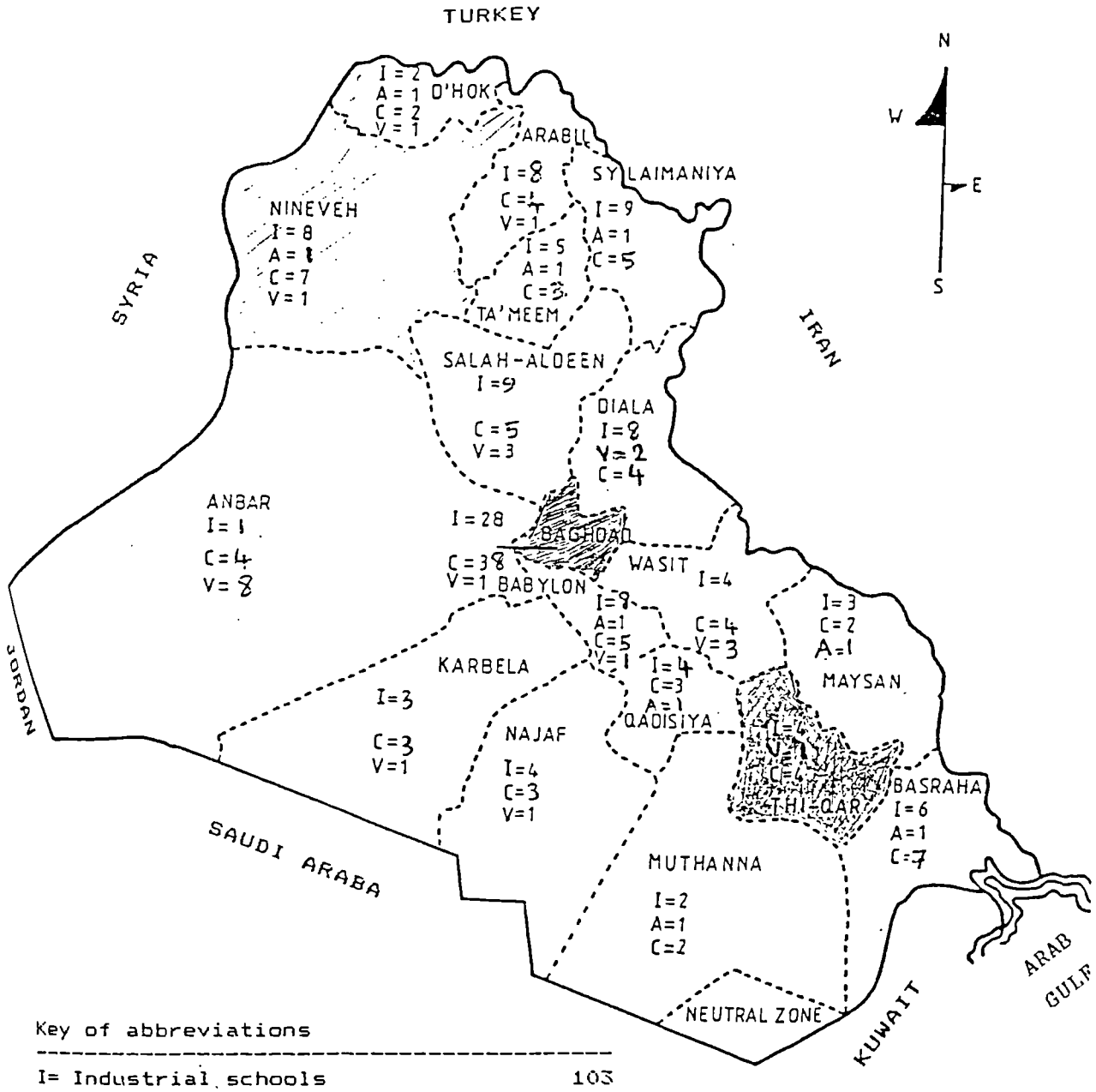
When the Ministry of Education receives Central Distribution Office approval, the Ministry of Education then distributes numbers of teachers through the vocational and academic schools.

E. Vocational Supervision submits annual report of school needs to Technical Office.

F. Vocational Schools informs both Vocational supervisory and Technical Office about the needs.

This Diagram has been devised by the investigator.

Appendix 2.12
Administrative Divisions of the Republic of Iraq and Distribution of Vocational Schools (1988/89)



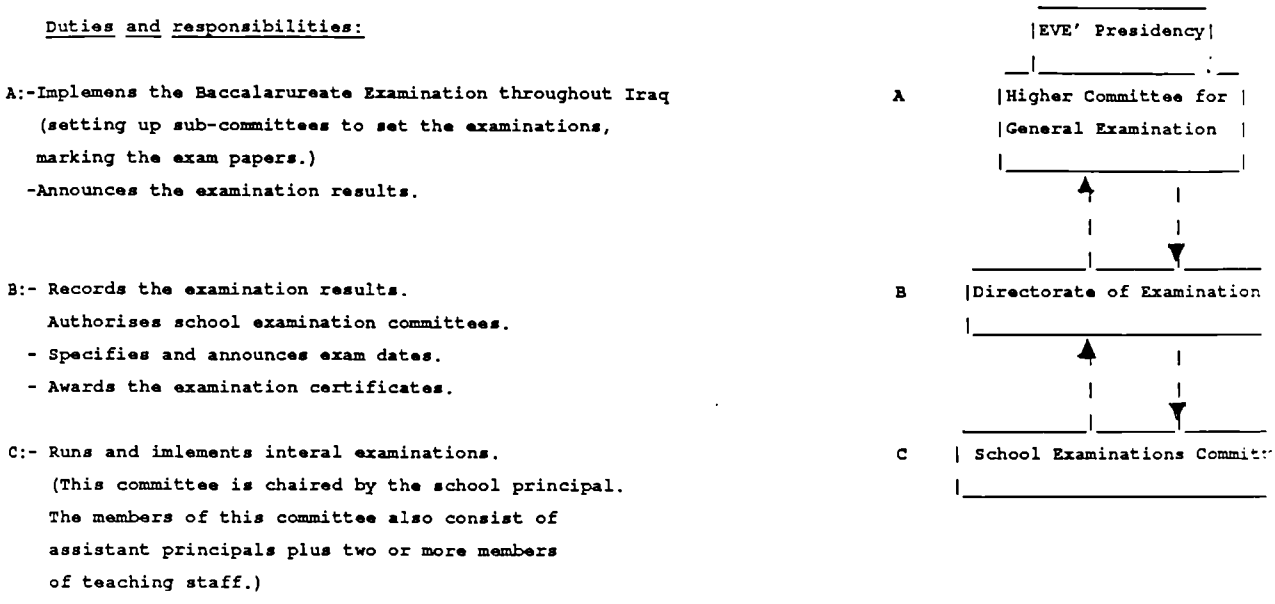
Key of abbreviations

I= Industrial schools	103
C= Commercial schools	89
A= Agricultural & Veterinary schools	17
V= Vocational schools (mixed)	27
Total	258

This Figure has been devised by the investigatopr

Appendix 2.13

Diagram 1 Iraqi Vocational Education Examination System



Notes:

(1) School examination is measured in two parts, each contributes 50% to total assessment:
Part (1) Consists of monthly tests during the first and second semesters and mid-year examination. Monthly contribute two-thirds, while the mid-year examination contributes one third to achievement of part (1).
Part (2) Consists of a final examination at the end of academic year.

(2) Baccalaureat Examinations are given by EVE at the end of the third year of VE. To pass this examination, the student must attain at least 50 marks out of 100 marks in every subject. Students who fails in one or two subject may resit the beginning of the next acadamic year. If those who fail must repeat the grade.

(3) The process of examination and grade-to-grade promotion is governed by regulations issued by the Ministry of Education. Briefly illustrated by above Diagram.

This Diagram has been devised by the investigator.

Appendix 2.14

The Percentage of Students who Passed, Failed and Dropped-out in Grades 1, 2, 3 in Vocational Education in Iraq During the Period 1976/77 - 1983/84

Year	Grade 1			Grade 2			Grade 3		
	Pass %	Fail %	Drop-out %	Pass %	Fail %	Drop-out %	Pass %	Fail %	Drop-out %
1976/77	94.7	5.1	0.2	96.8	3.0	0.2	92.6	7.1	0.3
1977/78	92.4	7.3	0.2	95.6	4.2	0.2	87.0	12.0	0.5
1978/79	91.5	8.1	0.4	94.3	5.3	0.4	90.3	9.0	0.7
1979/80	88.3	10.5	1.2	91.2	8.3	0.5	91.3	7.9	0.8
1980/81	87.2	11.2	1.6	90.3	9.6	0.7	79.5	19.9	0.6
1981/82	83.3	14.0	2.2	87.9	10.5	1.6	63.9	33.9	2.2
1982/83	81.2	17.4	1.4	86.2	11.9	1.8	68.3	30.2	1.5
1983/84	81.6	17.3	1.1	90.5	8.8	0.7	76.1	22.8	1.1
1988/89	84.3	13.7	2.0	88.7	9.6	1.7	73.0	25.8	1.2

Source: (1) Ministry of Education (1985c) The Percentage Distribution of Students Pass, Fail and Drop out for all School Levels During the Years 1966/67-1983/84, Department of Statistics, Report No.108. September 1985.

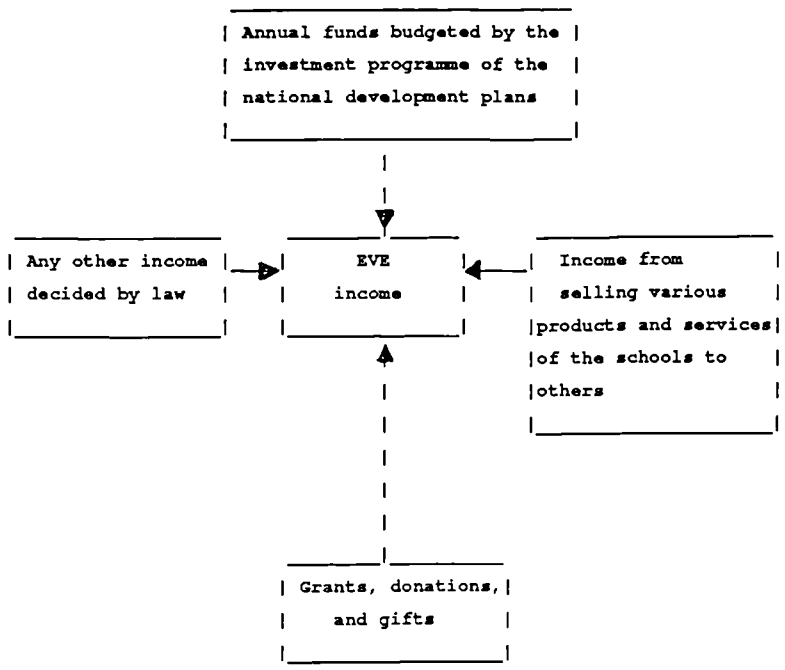
(2) Ministry of Education (1989) Vocational Education in Iraq for the Academic Year 1988/89. Directorate General of Education Planning, p.10.

(3) Ministry of Education (1990) Vocational Education in Iraq for the Academic Year 1989/90. Directorate General of Education Planning, No.158. pp.24-226.

This Table has been compiled by the investigator.

Appendix 2.15

Diagram 1 Income of the EVE



The EVE allocates a budget for each vocational school on the basis of their annual reports subject to EVE modification

This Diagram has been devised by the investigator.

Appendix 2.16

The Growth of the Education and Vocational Education Budget and Their Percentage of the Government National Budget for 1968-1982

Years	Government Budget in (000) I.D	Index	Education Budget in (000) I.D	Index	Vocational Ed.Budget (000) I.D	Index	Ed. Budget as a percentage of Gov. Budget	Voca Ed. Budget as a percentage of Gov. Bud.	Voca. Ed. Budget as a percentage of Ed. Budget
1968	218,775	100	51,734	100	1,082	100	23.7%	0.50%	2.1%
1969	267,959	123	67,199	111	1,286	119	21.3	0.48	2.3
1970	247,474	118	63,378	121	1,300	120	24.1	0.51	2.1
1971	332,755	153	68,066	132	2,080	192	20.5	0.63	3.1
1972	346,898	159	76.834	149	2,232	206	22.2	0.64	2.9
1973	379,002	174	81,302	157	2,313	214	21.5	0.61	2.9
1974	657,310	302	124,909	242	3,566	330	19.0	0.54	2.9
1975	813,876	373	115,335	223	3,754	347	14.2	0.46	3.3
1976	1,476,585	677	172,441	334	6,169	570	11.7	0.42	3.6
1977	1,652.998	758	195,362	378	6,538	604	11.8	0.40	3.4
1978	1,850,000	849	250,047	484	11,171	1,032	13.5	0.60	4.5
1979	2,616,000	1200	349,219	675	11,297	1,044	13.4	0.43	3.2
1980	3,650,000	1674	489,017	946	16,613	1,535	13.4	0.46	3.4
1981	5,025,000	2297	502,500	971	17,430	1,611	10.0	0.34	3.5
1982	6,400,000	2925	533,445	1031	18,712	1,729	8.3	0.29	3.5

Sources: (1) Ministry of Education (1979a) The Budget of Education for the Period 1969-1978. Directorate General of Education Planning, Statistical Department. No.44 Pp.30-31.

(2) Ministry of Education (1980a) Education in Iraq in Figure. Directorate General of Education Planning, Statistical Department. Baghdad: Thowini Press.

(3) Al Rawi, M. (1982) Education in Iraq, Present March and Prospects. Baghdad: Al Qadisiya Press. p.9.

(4) Al Heeti, A. G. and Kalil, S. (1986) op. cit. p.44.

This Table has been compiled by the investigator.

Appendix 3.1

Classification of Secondary School Teachers in Iraq in 1946.

	Men	Women	Total
Doctor of philosophy	2	0	2
Master of Arts or Science	10	5	15
Licence, Higher Teachers College	267	41	308
Bachelor of American University of Beirut and United States institutions	63	21	84
Degrees from other universities and colleges	26	5	31
Higher Teachers College (one, two, and three years)	85	0	85
American Junior College	5	22	27
Vocational studies above secondary school	11	0	11
primary teachers colleges, secondary certificates, and their equivalent	19	4	23
Vocational schools above primary level	13	2	15
"Private" study	12	0	12
Total	513	100	613

Source: Matthews, R. D. and Akrawi, M. (1949) Education in Arabic Countries of the Near East. Washington. p.172.

Appendix 3.2

Table 1 Units of Study of the Science and Humanities Departments in the Educational College of the University of Baghdad, 1985.

Year	Specialist and Scientific Units				National & Socialist Cultural Units		Educational & Psychological Units		Total
	Theo*	%	Pra**	%	Theo.	%	Theo.	%	
First	9	36	12	48	2	8	2	8	25
Second	9	29	18	58	2	6	2	6	31
Third	7	26	15	59	2	7.5	2	7.5	26
Fourth	9	35	12	46	2	7.5	3	11.5	26
Total	34	31.5	57	53	8	7.5	9	8	108

Source: Ministry of Education, The Eleventh Educational Conference, 14-17 December 1985, Document No. 6. p.125.

Notes: * One theoretical courses= one unit.

** three practical courses = one unit.

Appendix 3.2

Table 2 Units of Study of the Industrial Teachers Department University of Technology, 1984.

Year	Specialist and Scientific Units				National & Socialist Cultural Units		Educational & Psychological Units***		Total
	Theo*	%	Pra**	%	Theo.	%	Theo.	%	
First	10	57	13	37	2	6			35
Second	12	66	8	23	2	5.5	2	5.5	36
Third	10	50	10	20	2	5	8	20	20
Fourth	11	64	8	24	2	6	2	6	34
Total	43	60	49	27	8	5	12	8	145

Source: Aziz, S. et al (1984) An Evaluation Study of the Situation of Industrial Teachers Department University of Technology.

Notes: * One theoretical courses= one unit.

** three practical courses = one unit.

Appendix 3.2

Table 3 Units of Study of the Agricultural Teachers Department in the College of Agriculture, University of Baghdad, 1985.

Year	Specialist and Scientific Units				National & Socialist Cultural Units		Educational & Psychological Units				Total
	Theo*	%	Pra**	%	Theo.	%	Theo.	%	Pra	%	
First	19	59	18	20	4	12	3	9			32
Second	20	63	22	20	4	10	3	7			35
Third	18	47	24	23	4	10	3	13	3	7	35
Fourth	14	30	27	27	4	10	7	20	1	3	35
Total	73	52.5	91	22.5	16	10.5	18	12	4	2.5	137

Source: Records of the Agricultural Teachers Department/ College of Agriculture (Publ. roneo).

Notes: * One theoretical courses= one unit.

** three practical courses = one unit.

Appendix 3.2

Table 4 Units of Study of the Agricultural Teachers Department, College of Agriculture and Forestry, University of Mosul, 1985.

Year	Specialist and Scientific Units				National & Socialist Cultural Units		Educational & Psychological Units				Total
	Theo*	%	Pra**	%	Theo.	%	Theo.	%	Pra.	%	
First	20	63	15	15.5	4	12	3	9.5			32
Second	19	56	24	23	4	12	3	9			34
Third	18	50	22	22	4	11	5	14	3	3	35
Fourth	15	48	18	19	4	12	5	16	4	5	31
Total	72	54	79	20	16	12	16	12	7	2	132

Source: Records of the Agricultural Teachers Department/ College of Agriculture and Forestry/ Mosul University. (Publ. roneo).

Notes: * One theoretical courses= one unit.

** three practical courses = one unit.

Appendix 3.2

Table 5 Units of Study of the Commercial Teachers Department in the College of Administration and Economy, University of Baghdad, 1985.

Year	Specialist and Scientific Units		National & Socialist Cultural Units		Educational & Psychological Units		Total
	Theo*	%	Theo.	%	Theo.	%	
First	14	78	2	11	2	11	18
Second	13	76	2	12	2	12	17
Third	11	73	2	13.5	2	13	15
Fourth	9	64	2	15	3	21	14
Total	47	73	8	12.5	9	14.5	64

Source: Records of the Commercial Teachers Department, College of Administration and Economy/ University of Baghdad. (Publ. roneo).

Notes * One theoretical courses= one unit.

Appendix 3.3

Table 1 Number of Students Graduating from the Industrial Teachers Department, University of Technology for the Period 1980-1984.

Year	Mechanics			Electricity			Building			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
80/81	86	4	90	79	8	87	24	30	54	189	42	231
81/82	106	13	119	101	8	109	42	30	72	249	51	300
82/83	105	13	118	80	18	98	30	22	52	215	53	268
83/84	96	9	105	122	14	136	31	12	43	249	35	284
Total	393	39	432	382	48	430	127	94	221	902	181	1083

Source: Aziz, S. K. et al (1984) op. cit.

Appendix 3.3

Table 2 Number of Students Graduating from the Commercial Teachers Departments, University of Baghdad and Mosul for the Period 1980-1984.

Year	University of Baghdad		University of Mosul		Total		Total
	Male	Female	Male	Female	Male	Female	
80/81	30	66	0	0	30	66	96
81/82	51	83	74	0	125	83	208
82/83	33	59	48	0	81	59	140
83/84	32	118	59	0	91	118	209
Total	146	326	181	0	327	326	653

Source: Ministry of Education (1985) op. cit. p.80.

Appendix 3.3

Table 3 Number of Students Graduating from Technical Instructors Institute, Foundation of Technical Institutes 1981-1985.

Specialisations	Number of Graduated Instructors				Total
	81/82	82/83	83/84	84/85	
Machanics	37	73	98	74	282
Electronics	62	57	92	52	263
Electro-Machanics	48	77	53	57	235
Automotive	23	31	44	31	129
Petrochemicals	25	63	39	28	155
Civil	17	60	53	35	165
Textiles	12	23	38	0	73
Total	224	384	417	277	1302

Source: Records of the Foundation of the Technical Institutes, Department of Statistics.

Appendix 3.3

Table 4 Number of Students Graduating from the Agricultural Teachers Departments, University of Baghdad and University of Mosul for Period 1980-1984).

Year	University of Baghdad														University of Mosul	Total
	Food Industry		Plants Protection		Soil		Horticulture		Animal Production		Field Crops		Agricultural Guidance		Economy			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
80/81	12	13	13	9	1	0	0	0	0	0	0	0	0	0	0	0	0	48
81/82	0	0	4	2	5	4	10	11	10	5	4	0	5	3	0	0	85	148
82/83	0	0	5	0	13	9	5	0	14	2	10	11	0	0	2	1	84	156
83/84	3	17	10	10	20	3	1	0	0	0	2	2	13	9	0	0	81	171
Total	15	30	32	21	39	16	16	11	24	7	16	13	18	12	2	1	250	523

Source: Ministry of Education (1985) op. cit. p.69.

Appendix 4.1

Table 1 Number of Delegates Sent Abroad for the Period 1980-1984.

Year	Training		Fellowships		Scientific Missions		Licences	
	Delegates	Duration (Year)	Delegates	Duration (Year)	Delegates	Duration (Year)	Delegates	Duration (Year)
1980	5	3	19	6	1	3	1	5
			3	3-4				
1981			2	6				
1982	8	3	1	6	2	5		
			2	5				
1983	1	3	1	5	1	5		
1984			1	4	1	4		
Total	14		29		1		1	

Source: Ministry of Education (1986), A Guide for Establishments of Vocational Education. pp.28-31.

Appendix 4.1

Table 2 Number of Short-Term Delegation (1981-1985)

Year	Number of Delegates	Duration (Week)	Country
1981	6	1-2	Morocco, Kuwait, Saudi Arabia.
1982	17	1-2	Kuwait, Aaudi Arabia, France,Egypt, DDR. USSR, Jordan, Tunisia.
1983	7	2-4	USA, Poland, DDR, Bulgaria, West Germany, USSR.
1984	11	1-4	USSR, Algeria, Yemen, Finland, Switzerland, Turkey.
1985	25	2-4	Kuwait, Bahrain, Jordan, DDR. New Zealand, Tunisia, Cuba, Bulgaria
Total	66		

Source: Ministry of Education (1986) op. cit. p.31-32.

Appendix 4.2

INSET Courses Organised for the Period 1977-1989 by IAVD

Year	Type of INSET Courses												Total Courses	Total Participants
	Industrial		Agricultural		Commercial		Qualifying		Administrative					
	C*	T**	C	T	C	T	C	T	C	T				
1977	4	173	7	96	1	19			1	21			13	173
1978	8	156	13	231	10	310			3	174			34	871
1979	17	86	7	134	3	52			2	112			29	384
1980	22	94	5	110	3	140	3	280	2	116			35	740
1981	13	85	1	15	4	164	4	312	2	130			24	706
1982	9	117	5	68	10	247	4	292	1	50			29	774
1983	10	103	5	42	10	232	3	163					28	540
1984	16	226	2	19	13	264	4	151	13	328			48	988
1985	7	171	4	29	8	49	7	288	3	64			29	601
1986	27	390	7	70	8	90	5	40					47	590
1987	12	270	9	90	5	70	7	70					33	500
1988	28	730	10	90	12	200	11	180					61	1200
1989	43	1040	6	60	8	125	12	230					69	1455
Total	216	3505	81	1054	95	1962	60	2006	27	995			479	9522

Source: (1) Al Heeti, A. G. and Kalil, (1986) op. cit. p.43

(2) Ministry of Education (1988c) op. cit. p.210.

(3) Information provided by IAVD, June 1990.

Key of abbreviations:

C= Number of INSET Courses.

T= Number of Trainees.

Appendix 4.3

INSET Qualifying Programmes of IAVD (1988)

1. Activities:	Hours allocation of programme:				
	No.1	No.2	No.3	No.4	No.5
Psychological hygienic	6	6	6	6	6
Adolescent psychology				12	
Sociology of education	8	8	8	8	8
Philosophy and aims	8	8	8	8	8
Educational system	12	12	12	12	12
Industrial psychology	6	10	12	16	
Educational psychology		10	12		
Modern teaching methods	8	12	16		
Technology of education		12	16		
Manual skills acquisition			8		
Vocational tests		6	6	8	
Curriculum analysis	76	50	44	30	70
Total	124	134	136	100	104

2. The aim: Re-qualifying the trainees and updating their educational and professional information and skills.

3. Teaching methods adopted:
- Lectures
- Discussions
- Technology of education.

This Appendix has been compiled by the researcher from data held in IAVD records.

Appendix 4.4

Table 1 Industrial Training Courses held in 1982 according to their Subjects, Number of Participants, and Locations

Subject of courses	No. of courses	Duration of (in days)	Location	Number of Participation
Colour T.V.	1	15	Baghdad Electronic Industrial Company	11
Automotives	2	21	Baghdad General Automotives Company	12
Shaping Operation	1	2	Al-Huryia Industrial School in Baghdad	27
General Industrial	1	2	Aramoco Department in Baghdad International Fair	3
Computers	1	19	University of Technology (Permanent Teaching Centre), in Baghdad.	1
Industrial Tools	1	10	University of Technology (P.T.C) in Baghdad.	1
Mechanics	1	6	Al-Mashttal Industrial School in Baghdad	32
Electronics Symposia	1	1	Institute of Administration and Vocational Development in Baghdad.	30
Total	9	1-20 days	100% in Baghdad.	117

Source: Ministry of Education (1983), Efficiency of In-Service Training in Establishment of Vocational Education, Leaflet. P. 64.

Appendix 4.4

Table 2 Agricultural Training Courses in 1982 according to their Subjects, Number of Participants, and Locations.

Subject of courses	No. of courses	Duration of (in days)	Location	No. of participation
Fruit-Trees	1	6	Al-Za'afranya Training Centre/Baghdad	26
Horticultural Management	1	10	Al-Za'afranya Training Centre/Baghdad.	26
Agricultural Machinery	1	30	The General Establishment of Marketing and Maintenance of Equipments/Baghdad	3
Green-Houses Controlling	1	6	Baghdad Agricultural School in Baghdad.	10
General Agriculture	1	6	Baghdad Agricultural School in Baghdad.	3
Total	5	(6-30 days)	100% in Baghdad.	68

Source: Ministry of Education (1983) Efficiency of In-Service Training in Establishment of Vocational Education. Leaflet. p. 64.

Appendix 4.5

Number of Teaching Staff who received INSET according to Subjects and Duration of Courses from 1979-1984.

Subjects	less than one month		1-3 month duration		more than 3 months	
	Number of Participants	%	Number of Participants	%	Number of Participants	%
Agricultural	840	74.9	193	17.2	89	7.9
Industrial	824	52.2	524	33.4	227	14.4
Commercial	474	66.8	174	24.5	62	8.7
Total	2138	62.8	891	26.3	378	11.9

Source: Ministry of Education (1985a) The Eleventh Educational Conference 14-17 December 1985 (Development of External Efficiency of Educational System - Vocational Education. Document No. 11 .

Appendix 4.6

Number of Teaching Staff participated in INSET Courses according to their provinces in 1981/82

Province	Course Duration							
	Less than month		1-3 months		over 3 month		Total	
	M.	F.	M.	F.	M.	F.	M.	F
Baghdad	30	67	40	21	42	10	112	98
Nineveh	62	12	32	5	11	2	105	19
Sulaimaniya	33	3	0	0	5	0	38	3
D'hok	5	0	0	0	0	0	5	0
Arbil	43	6	23	0	12	0	78	6
Al-Ta'mim	2	0	7	0	5	0	14	0
Salah AL-Deen	13	3	0	0	2	0	15	3
Babylon	17	9	1	0	1	0	19	9
Diyala	20	9	3	0	1	0	24	9
Al-Anber	19	1	13	0	6	0	38	1
Wasit	39	11	8	0	0	0	47	11
Kerbela	23	9	0	1	0	2	23	12
Al-Najaf	10	5	12	0	6	0	28	5
Al-Qadisia	2	0	0	0	0	0	2	0
Al-Muthanna	10	1	0	0	0	0	10	1
Thi-Qar	8	2	1	0	0	0	9	2
Maysan	1	0	1	1	0	0	2	1
Al-Basrah	5	11	1	1	3	0	9	12
Total	342	149	142	29	94	14	578	192
								770

Source: Ministry of Planning (1982), Vocational Education in Iraq for the School Year 1981/82. Central Statistical Office, p.14.

Appendix 4.7

Questionnaire No. 1:

(directed to teachers and instructors included the following items)

1-Degrees Obtained:..... ....

2-Age (in year): .....

3-Service years: .....

4-Courses previously attended (mention the last one only):

_Course's Subject .....

_Course's Duration (in days) .....

_Course's Location ... ...

_The body participated in training .....

5-The main objective of the course was providing you with knowledge and skills to develop your scientific and practical abilities. Do you think the course has achieved its objectives?

Please tick as appropriate

- Yes [ ]

_ To some extent [ ]

_ No [ ]

If not mention reasons:

a). .....

b). .....

c). .....

6-How far the course's lectures were useful to you. Please tick as appropriate:

-Yes very much [ ]

-To some extent [ ]

-No [ ]

If 'not' mention reasons:

A- Theoretical Lectures,

B- Applied and scientific lessons,

7-Do you like to participate in future courses? Please tick as appropriate:

- Yes [ ]

- No [ ]

8-How far was the course generally successful ? Please tick as appropriate:

- Yes [ ]

- To some extent [ ]

- No [ ]

9-Do you think the course's duration was enough for the achievement of its programmes?

- Yes [ ]

- No [ ]

If 'Not' mention the suitable duration in days [.....]

10-Which of the following timings is suitable for holding the course?

A- At the beginning of September [ ]

B- During Spring vacation [ ]

C- During the school term [ ]

D- In the second half of June [ ]

11- Was your absence to attend the course, of such a negative effect on your school that:

A- I could not complete the set curriculum for pupils [ ] or I could [ ]

B- I could not follow nor abide by the ascribed duties from the part of school [ ] or I could [ ]

C- After arrival, my school duties remained confused for a b long time. [ ] or they did not [ ]

D- I could not abide by my personal promises [ ], or I could [ ].

12- Did the supervising administration of the course provide the following ? Please tick as appropriate:

A- Very comfortable accommodation :

Yes [ ]

To some extent [ ]

No [ ]

B- Efficient teachers and trainers:

Yes [ ]

To some extent [ ]

No [ ]

C- Work equipment :

Yes [ ]

To some extent [ ]

No [ ]

D- Educational Aids:

Yes [ ]

To some extent [ ]

No [ ]

13- The extent of present work's consistency with the course's programmes:

Consistant [ ]

To some extent consistent [ ]

Inconsistent [ ]

14- The extent of delegation circles and school's response to the availability of what the trainee needs in one's career

Very much [ ]

Not very much [ ]

Weak [ ]

15- If you have completed a course inside or outside the country, what was the body of your candidatship?

A- Inside the country:

The Establishment [ ] The School Administration [ ]

B- Out the country:

The Establishment [ ] The School Administration [ ]

By Advertisement [ ].

Appendix 4.7

Questionnaire No.2

(directed to principals of vocational schools to evaluate trainees from their point of view, and after their involvement in work. Items of this questionnaire included the following: (See also

1- Has training affected the trainee's behaviour after completing the training programme

Yes [ ]

To some extent [ ]

No [ ]

2- Which of these changes appeared in the trainee's work? Tick as appropriate:

A- Level of skill: increased very much [ ]

increased to some extent [ ]

increased very little [ ]

B- Achievement speed: increased [ ]

increased to somewhat extent [ ]

did not increase [ ]

C- Achievement accuracy: increased [ ]

increased to somewhat extent [ ]

did not increase [ ]

D- Work willingness: increased [ ]

increased to somewhat extent [ ]

did not increase [ ]

E- Work relations very good [ ]

good [ ]

not influenced [ ]

3- Do you think the training programme has been useful in the light of the trainee's work after returning back to the Establishment or school ?

Yes [ ]

To some extent [ ]

No [ ]

If 'Not' what do you suggest to develop the quality of programmes

a) .....

b) .....

c) .....

4- What do you suggest to develop the trainee himself ?

.....

.....

.....

5- How far did the trainee make use of the course in the field of his work? Tick as appropriate:

very much [ ]

to some extent [ ]

weak [ ]

If 'weak' which of the following do you think to be the reason?

A- The course programmes [ ]

B- The trainee's carelessness [ ]

6- Was the course consistant with the trainee's work ?

Yes [ ]

To some extent [ ]

No [ ]

If 'not' mention reasons :

1-.....

2-.....

3-.....

7- If training level was low and not suitable for the trainee which of the following would be most useful?

A- Training the trainee in an indoor advanced course [ ]

B- Sending the trainee to an outdoor course [ ]

C- No need to train the trainee [ ]

8- If you have a number of specialists in one subject, which of the following do you prefer ?

A- training them all at once outside the country during summer vocation [ ]

B-training them inside the country one group by another during the study (academic) year [ ]

C-training them outside the country one group by another during the study (academic) year [ ]

D- training them during June or July [ ]

E- training the best one so he can train the others [ ]

10- Which do you prefer for the trainee?

A-training in schools themselves and by efficient trainers from within or without school [ ]

B- training in colleges or establishments more specialized and developed [ ]

11- Which of the following means do you think can contribute to the development of teaching staff:

A- A scientific library containing all important resources [ ]

B- Various studies and researches [ ]

C- Scientific publications [ ]

D- Various films (16mm),slides, and their projectors [ ]

E- Posters, Bills, Placards, Hand bills, and stereo graph [ ]

APPENDIX 6.1

SURVEY OF VOCATIONAL SCHOOL TEACHERS AND INSTRUCTORS

School: name and address:

Type of school:

I am (Please tick [/] appropriate box):

a teacher.....|__|	male.....|__|	aged under 20.....|__|
an instructor..|__|	female.....|__|	20-29.....|__|
		30-39.....|__|
		40-49.....|__|
		50 and over|__|

My subject (main subject in which I was trained):

Subject(s) I teach now:

My qualifications: (Please tick your highest qualification)

Preparatory Certificate..|__|	B.Ed. Degree.....|__|	Masters Degree.|__|
Diploma.....|__|	B.Sc. Degree.....|__|	Ph.D.....|__|
B.A. Degree.....|__|	Higher Diploma....|__|	Any other.....|__|

I have been teaching since: (Please put year)

SECTION ONE: BACKGROUND

1. Pre-service course:

My pre-service course of study: Looking back on your main course of study or qualification before you became a teacher/instructor, please consider the statements below. Please tick any statement you agree with. You may tick more than one.

-The course was below my expectations.....|__|
-It would have been helpful to have had more educational philosophy.....|__|
-It would have been helpful to have had more educational psychology.....|__|
-It would have been helpful to have had more educational sociology.....|__|
-It would have been helpful to have had more educational history.....|__|
-It would have been helpful to have had more pedagogy (teaching methods)...|__|
-It would have been helpful to have had more education in my specialist teaching subject.....|__|
-More observation of lessons being taught would have helped.....|__|
-Longer teaching practice periods would have been good.....|__|
-There was too much to do in too little time.....|__|
-Leave observation and teaching practice for special INSET courses.....|__|

Any other comments:(Please say):

2. My reasons for becoming a teacher/instructor. Why you became a teacher/instructor?
(Please tick which of these reasons applies to you, you may tick more than one)

-Family Pressure.....|__|
-Directed by school administration.....|__|
-Directed by central distribution system.....|__|
-For the salary.....|__|
-For the job security.....|__|
-Because of my examination results.....|__|
-A vocation (strong wish) to teach.....|__|
-For the long holidays.....|__|
-For a change in career.....|__|
Any other reasons (Please say):

3. Probationary year: My probationary year:
(Please tick any statement you agree with, you may tick more than one).

-In general the arrangements for the probationary year were satisfactory....|__|
-There was enough help within the school.....|__|
-There was enough help from supervisory staff.....|__|
-There is a need for follow-up from teacher-training establishments.....|__|
-There was difficulty getting books,materials, equipment.....|__|
-The period was only considered a formality and therefore needs improvements|__|
-The year should be part of the teacher-training course, contributing to the award of the degree.....|__|
Any other comments (Please say):

SECTION TWO: IN-SERVICE TRAINING

A. PAST EXPERIENCE OF IN-SERVICE TRAINING

4. Have you attended any in-service courses since becoming a teacher/instructor?

(Please tick) Yes.....|__| No.....|__|

If "Yes", please attempt to answer questions 2 to 7:-

5. How many in-service courses have you attended since becoming a teacher/instructor? (Please put number)

In the last 5 years.....|__|
In the whole of your teaching career.....|__|

6. With regard to the last in-service course you attended, (Please tick)

It was inside Iraq.....|__| a qualifying course (for a qualification)...|__|
It was outside Iraq....|__| a refresher course (a short course).....|__|
Title of the course (Please say):.....
Year held (please say):.....

Length of the course:

- less than 1 week.....|__|
- 1 week to less than 1 month.....|__|
- 1 to 3 months.....|__|
- more than 3 months.....|__|

It was organised by:

- -central administration (EVE).....|__|
- -school administration.....|__|
- -university/college.....|__|
- -another educational body.....|__|
  (Please say which)
- -a non-educational body.....|__|
  (Please say which)

7. Selection of trainees: My selection for the above course
   (Please tick box or boxes that apply to you)

- -I was selected for the course by the school administration.....|__|
- -I was selected for the course by Central Office in Baghdad.....|__|
- -The course was brought to my attention through an advertisement.....|__|
- -I was informed about the course by colleagues.....|__|
- -I was chosen for the course after having expressed my desire to attend.....|__|
- -I was chosen for the course without having expressed any wish to attend.....|__|
- -Areas of my real needs were identified and communicated to those in charge of the course.....|__|
- -I participated in the planning and preparation of the course programme.....|__|
- -I received information about the aims of the course before it began.....|__|
- -I think the present procedures for selecting teachers/instructors for such courses are satisfactory.....|__|

Any other comments(Please say):

8. Evaluation of courses: My views on the above course:

Did the course achieve its objectives?

- Yes.....|__|
- To some extent.....|__|
- No.....|__|

If it did NOT achieve some of its objectives, what were the reasons?
(Please tick which of the following reasons apply. You may tick more than one).

- -The objectives were not made clear to trainees.....|__|
- -There were too many participants on the course.....|__|
- -The course was too theoretical.....|__|
- -The time for the course was too short.....|__|
- -The course was not well-organised.....|__|
- -The course lacked equipment and other educational aids.....|__|
- -The course lecturers were inadequate.....|__|
- -The information and practical ideas were not up-to-date.....|__|
- -The course training style and methods were unsuitable.....|__|
- -There were not enough opportunities for interaction and communication between all these participants.....|__|

Any other reasons (Please say):

9. Follow-up after the course:

Was there any follow-up after the course? (Please tick) Yes.....|__|
No.....|__|

If Yes, was the follow-up by (Please tick)
-the school's principal?.....|__|
-educational supervisors?.....|__|
-the boy who organised the course?.....|__|
-the IAVD?.....|__|
-others (e.g. school colleagues)?.....|__|

Did promotion and/or salary improvement follow attendance at the course?
(Please tick)
Yes.....|__|
No.....|__|

Any comments (Please say):

10. Applying the information after the end of the course: My own use of the course after it finished. Did you use information or methods learnt on the course in your school job?

Yes.....|__|
To some extent.....|__|
No.....|__|

If NO, what were the reasons?
(Please tick the following reason(s) you think apply.)

-There was no support from the school administration.....|__|
-There was not adequate equipment/educational aids.....|__|
-I found I did not remember anything from the course.....|__|
-I did not learn anything relevant or useful on the course.....|__|
-I had no wish to change.....|__|
Any other reasons (Please say):

If YES, what changes did it make to your work? (Please say):

B. IN-SERVICE COURSES IN THE FUTURE

11. Would you like to go on an in-service course?
(Please tick)
Yes.....|__|
No.....|__|
Undecided.....|__|

If "Undecided" or "Yes", please attempt to answer the following questions:

12. Course Location: Where would you like the course to be?

(If you tick more than one box, please put 1,2, and 3 to indicate your 1st, 2nd and 3rd choice)

-At my own school.....|__|
-At another school/any local school.....|__|
-At a university, college or institute.....|__|
-At the IAVD in Baghdad.....|__|
-At some other technical institution in Iraq.....|__| (Please say where):

13. Course time: When would you like the course to be?

(If you tick more than one box, please put 1, 2, and 3 to indicate 1st, 2nd and 3rd choice)

-During summer vacation.....|__|
-During spring vacation.....|__|
-During term-time by day.....|__|
-During term time by evening.....|__|
-In early September.....|__|
-In late June.....|__|
Any other time (Please specify):

14. Course length: What length would you like such a course to be?

(If you tick more than one box, please put 1, 2, and 3 to indicate 1st, 2nd and 3rd choice)

-Less than 1 week .....|__|
-1 week to less than 1 month..|__|
-1 to 3 months.....|__|
-More than 3 months.....|__|
Any comments (Please say):

15. Course Subjects: On What subjects would you wish to attend a course?

(If you tick more than one box, please put 1, 2, and 3 to indicate 1st, 2nd and 3rd choice)

-My teaching subject(s) - more curriculum knowledge.....|__|
-Pedagogy- methods of teaching.....|__|
-Examinations, tests: methods, techniques.....|__|
-Classroom management: pupil behaviour, discipline.....|__|
-Educational technology-new teaching aids.....|__|
-Timetabling techniques.....|__|
-Curriculum planning.....|__|
-Educational psychology.....|__|
-Educational sociology.....|__|
-Educational guidance and counselling.....|__|
-Vocational (job) guidance and counselling.....|__|
-New developments in industry/commerce/agriculture.....|__|
Any others (Please say):

16. Methods adopted by courses: What methods or teaching styles do you think would be best for such a course/ courses?
(If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd and 3rd choice)

-Lectures.....|__|
-Workshops and study groups on various subjects.....|__|
-Demonstration lessons.....|__|
-Discussions.....|__|
-Visits to industry/commercial firms/farms.....|__|
-Visits to other schools (to exchange experience)...|__|
-Opportunity to carry out own study, research.....|__|
Any others (Please say):

17. Evaluation of course participants: How do you think a teacher's profit from such a course should be evaluated?
(If you tick more than one box, please put 1, 2, and 3 to indicate 1st, 2nd and 3rd choice)

-By a written examination at the end of the course.....|__|
-By a practical test at the end of the course.....|__|
-By an essay or report of research, at the end of the course.....|__|
-By an oral test at the end of the course.....|__|
-By no evaluation, just the record of attendance .....|__|
-By other method(s) (Please specify):

-By no evaluation. Instead, a follow-up by:
the school's principal.....|__|
educational supervisors.....|__|
course organisers.....|__|
other bodies (Please specify):

18. Motivation to attend: For what reason(s) would you like to attend such a course?
(If you tick more than one box, please put 1, 2, and 3 to indicate 1st, 2nd and 3rd choice)

-To enhance self-esteem.....|__|
-To gain promotion.....|__|
-To enable me to take up different duties.....|__|
-To update knowledge of my own subject.....|__|
-To update and improve my teaching methods.....|__|
-For my own personal satisfaction.....|__|
-To meet vocational teachers/instructors from other schools.....|__|
-To have a break (relief) from teaching.....|__|
Any other reasons (Please say):

19. Incentives and rewards: In your opinion, should there be any financial rewards for attending such courses?

(Please tick) Yes.....|__|
No.....|__|
Undecided....|__|

If "Yes". Please suggest suitable financial rewards for courses of the following length:

Less than one month:-

1 to 3 months:-

More than 3 months:-

20. Reluctance to participate: If you would not like to go on an in-service course of the kinds discussed above, what are your reasons?
(Please tick any of the following reasons. You may tick more than one)

-Family commitments.....|__|
-Existing courses are unsuitable in location.....|__|
-Existing courses are unsuitable in subject content.....|__|
-In the past I have found such courses to be a waste of time..|__|
-I feel adequately informed and educated..... .....|__|
-I am satisfied with my teaching methods.....|__|
-Existing courses are unsuitable in their timing.....|__|
-Existing courses are well-known to be a waste of time.....|__|
Any other reasons (Please say):

21. Qualifying courses: The kind of "short" courses discussed above (less than one year's duration) are "refresher" courses. Would you (also) like to attend a longer "qualifying" course, to improve your qualifications, if it were possible? If "Yes" which, of the following would you wish to attend?
(Please tick)

-A Diploma in Education course (for graduates of a non-education college),
1 year full-time.....|__|
2 years part-time.....|__|
-A B.Sc. in a vocational subject (for diploma-holders),
2 years full-time.....|__|
4 years part-time.....|__|
-A Diploma in a vocational subject (for graduates of a vocational school),
2 years full-time.....|__|
-A B.Sc. in a vocational subject (for graduates of a vocational school),
4 years full-time.....|__|
-A Master's degree in a specialist subject (for Bachelor's degree holders),
2 years full-time.....|__|
-A correspondence course for a certificate in a subject.....|__|

SECTION THREE: ROLES AND PARTICIPATIONS:

Administrative roles: What are the roles and forms of participation (administrative, organisational or technical) which the following bodies could adopt to improve and extend the in-service activities available to teaching staff in vocational schools?

1- Teacher or instructor:

2- vocational school:

3- The General Directorate of Education:

4- The IAVD in Baghdad:

5- University/college/institute:

6- Other bodies and organisation (e.g.: Iraqi mass media, teachers' union..etc.):

Thank you for your help

APPENDIX 6.2

SURVEY OF VOCATIONAL SCHOOL SUPERVISORS AND PRINCIPALS

I am (Please tick, with / the box that applies to you)

a supervisor.....	__	male.....	__
a principal.....	__	female.....	__

I began teaching in..... (Please put year).

I have been a supervisor/principal since ..... (Please put year).

My qualifications: (Please tick your highest qualification)

Preparatory Certificate.	__	B.Ed.	__	Master's Degree...	__
Diploma.....	__	B.Sc.	__	Ph.D.....	__
B.A.	__	Higher Diploma...	__	Any other.....	__

Number of in-service courses I have attended

in the last five years (Please put number)

in the whole of my education career (Please put number)

SECTION ONE: BACKGROUND

1. Teacher-training courses.

Your general views on courses for people before they become teachers would be helpful. Please consider the statements below. Then please tick any statement you agree with. You may tick more than one.

-The courses need some improvements..... __

-The courses should give more time and attention to

- educational philosophy..... __
- educational psychology..... __
- educational sociology..... __
- educational history..... __
- pedagogy (teaching methods)..... __
- education in each specialist teaching subject..... __
- observation of lessons being taught..... __
- teaching-practice periods..... __

-The courses try to do too much in too little time..... __

-The courses should stay the same length, but should leave practical matters to "in-service" courses taken later in teachers' careers..... __

-The courses should stay the same length, but should leave deeper, theoretical matters to "in-service" courses taken later in teachers' careers..... __

-The courses should cover all that they do now, but should be longer..... __

-The courses are overcrowded, with too few lectures for a large number of students..... __

-Principals and supervisors should be consulted on the content, length and other aspects of these courses..... __

Any other comments (Please say):

2. The Probationary Year.
(Please tick any statement you agree with. You may tick more than one.)

-In general the probationary year arrangements were not enough.....|__|
-The probationary year is only a formality and needs some improvements.....|__|
-Administrative and other demands on time make it hard for
a principal to supervise and help probationary year teachers/instructors.|__|
a Supervisor to supervise and help probationary year teachers/instructors|__|
-Every school should have a senior teacher with special responsibility for
supervising and helping probationary year teaching staff.....|__|
-The teacher-training establishments should play a part in supervising
and helping probationary year teachers/instructors.....|__|
-The probationary year should be part of the teacher-training course,
contributing to the award of the degree.....|__|
Any other comments (Please say):

3. Supervising and helping teachers/instructors in school.
(Please tick any statement you agree with. You may tick more than one.)

-Principals have time to observe teaching of lessons.....often.....|__|
occasionally.|__|
rarely.....|__|

-Principals have time to advise and help individual teaching
staff, about teaching, often.....|__|
occasionally.|__|
rarely.....|__|

-Supervisors know about the individual teaching needs and
problems of every teacher in their group of schools, often.....|__|
occasionally.|__|
rarely.....|__|

-Every school should have a senior teacher with special responsibility
for supervising and helping teachers/instructors.....|__|
-Teachers/instructors could be organised to help and advise each other,
e.g. by observing each other's lessons.....|__|
-Teachers/instructors do not usually admit any teaching problems or needs...|__|
-Teachers/instructors would admit teaching problems and needs if they
knew they would get help, in school or from a course.....|__|
Any other comments (Please say)

SECTION TWO:IN-SERVICE COURSES

Note: (All the questions that follow are about in-service refresher courses i.e. short courses)

A. IN-SERVICE COURSES NOW.

(Pleas tick a box, for each question.)

	yes	no	to some extent
1. Do you feel you know about all the courses held in Iraq each year, i.e., is enough information about them being sent to principals and supervisors?			
2. Are you regularly consulted beforehand by the course-providers (Ministry of Education, Vocational Administration Baghdad, Colleges,...) about the possible subjects for such courses?			
3. Are you regularly consulted beforehand by the course-providers about the possible numbers of such courses, and the numbers of teachers/instructors who should go on them?			
4. Are you regularly consulted beforehand by the course-providers about the possible location, length, and dates of such courses?			
5. Do schools sometimes have problems in sending people on such courses because of the temporary need for a replacement or substitute teacher?			
6. Are arrangements for substitute or replacement teachers, for schools, adequate?			
7. Are numbers of substitute or replacement teachers, available to go to schools, adequate?			
8. In your experience, do schools often get the absent teacher's work done by another teacher at the school, and not by a replacement teacher?			
9. Is detailed information about the aims of every in-service course sent to principals/supervisors, to enable them to select teachers/instructors to go on the course?			

10. Selection: Have you ever selected teachers/instructors to go on an in-service course?

yes.....|__| no.....|__|

If "Yes", what were your reasons for selection? Please tick which reason(s) apply:

-Best person chosen (course as a reward).....|__|
-Weakest person chosen (in greatest need of a course).....|__|
-Request - The person asked to go .....|__|
-The teacher's subject was unimportant (so his absence was not a problem)..|__|
-The teacher's subject was important (so it needed strengthening, by means of a course.....|__|
-No particular reason - I did not think about it.....|__|
Any other reasons (Please say):

11. Change of trainees' performance:

When teachers/instructors return to school after an in-service course, do you normally notice any difference, in the individual or the school?	yes	no	to some extent

If "Yes" or "To some extent", what differences do you notice?
Please tick the the onse apply:

-The teacher/instructor makes changes in his syllabus.....|__|
-The teacher/instructor makes changes in his teaching methods.....|__|
-He tells me of benefits from the course.....|__|
-He writes a report on the course.....|__|
-He proposes changes for the school, not just for his own subject.....|__|

If "No", why do you think courses often make no difference?
Please tick which reasons apply:

-Those who go on courses remember little of them.....|__|
-They learn little of value:courses are often a waste of time.....|__|
-They may benefit but they do not tell me, so I do not know.....|__|
-They do not ask me if they can make any changes: they ignore the course.|__|
-The course-providers do not ask or expect me to follow up any aspects of the course..... |__|
Any other reasons (Please say):

B. IN-SERVICE COURSES IN FUTURE

12. Courses locations: Where do you think such courses should be held?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-In every vocational school.....|__|
-In one school, for a group of schools in an area.....|__|
-At a university, college or institute.....|__|
-At the IAVD in Baghdad.....|__|
-At some other technical institution in Iraq.....|__|
(Please say where):

13. Course time: When would you like the courses to be held?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-During summer vacation.....|__|
-During spring vacation.....|__|
-During term-time by day.....|__|
-During term by evening.....|__|
-In early September.....|__|
-In late June.....|__|
Any other time (Please specify)

14. Course length: What length would you think such courses should be?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-Less than 1 week.....|__|
-1 week to less than 1 month....|__|
-1 to 3 months.....|__|
-More than 3 months.....|__|
Any comments (Please say):

15. Course Subjects: On what subjects do you think such courses should be?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-Teaching subjects - more curriculum knowledge.....|__|
-Pedagogy - methods of teaching.....|__|
-Examinations, tests : methods, techniques.....|__|
-Classroom management: pupil behaviour, discipline.....|__|
-Educational technology - new teaching aids.....|__|
-Timetabling techniques.....|__|
-Curriculum planning.....|__|
-Educational psychology.....|__|
-Educational sociology.....|__|
-Educational guidance and counselling.....|__|
-Vocational (job) guidance and counselling.....|__|
-New developments in industry/commerce/agriculture.....|__|
Any others (Please say):

16. Methods adopted by courses: What methods or teaching styles do you think would be best for such a course(s)?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-Lectures.....|__|
-Workshops and study groups on various subjects....|__|
-Demonstration lessons.....|__|
-Discussions.....|__|
-Visits to industry/commercial firms/farms.....|__|
-Visits to other schools (to exchange experience)..|__|
-Opportunity to do own study, research.....|__|
Any other(s) (Please say):

17. Evaluation of course participants: How do you think teachers' benefits from such courses should be evaluated?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, 3rd choice)

-By a written examination at the end of the course.....|__|
-By a practical test at the end of the course.....|__|
-By an essay or report of research, at the end of the course....|__|
-By an oral test at the end of the course.....|__|
-By no evaluation, just the record of attendance .....|__|
-By other method(s) (Please specify):

-By no evaluation. Instead, follow-up at the school after wards,

by the school's principal.....|__|
by supervisors.....|__|
by course organisers.....|__|
by other bodies (Please specify):

Any comments (Please say):

18. Motivation to attend: What do you think should be the main aims of teachers/ instructors in such attending courses?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-To enhance self-esteem.....|__|
-To gain promotion.....|__|
-To enable teaching staff to take up different duties.....|__|
-To enable teaching staff to change direction in career.....|__|
-To update teachers' knowledge of their own teaching subject...|__|
-To update and improve skills and teaching methods.....|__|
-For the personal satisfaction of teachers/instructors.....|__|
-To meet vocational teachers/instructors from other schools....|__|
-To have a break (relief) from teaching.....|__|
Any other reasons (Please say):

19. Incentives and rewards: In your opinion, should there be any financial rewards for attending such a courses?

Yes.....|__|
No.....|__|
Undecided.....|__|

If "Yes", please suggest suitable financial rewards for teaching staff doing courses of the following length:

-Less than one month:-

-1 to 3 months:-
-More than 3 months:-

Any comment (Please say):

SECTION THREE: ROLES AND PARTICIPATIONS

A. Roles and Participations of lecturers/supervisors/teaching staff:
(Please tick any statement you agree with. You may tick more than one.)

-Principals should play a role (with others)
in planning the courses.....|__|
in lecturing on the courses.....|__|
in following up courses at schools after wards.....|__|

-Supervisors should play a role (with others)
in planning the courses.....|__|
in lecturing on the courses.....|__|
in following up courses at schools after wards.....|__|

-Principals and supervisors should only be consulted beforehand, and should leave planning, lecturing, and follow-up to others (Ministry of Education, Vocational Administration Baghdad, Colleges,...).....|__|

-Teachers and Instructors (trainees) should play a role in planning and determining the in-service courses' content.....|__|

Any other comments (Please say):-

B. Administrative Roles: What are the roles and forms of participation (administrative, organisational or technical) which the following bodies could adopt to improve and extend the in-service activities available to teaching staff in vocational schools?

1- Teacher or instructor:

2- vocational school:

3- The General Directorate of Education:

4- The IAVD in Baghdad:

5- Role of university/college/institute:

6- Other bodies and organisations (e.g.: Iraqi mass media, Teachers Union..etc.)

Thank you for your help

APPENDIX 6.3

SURVEY OF LECTURERS ON IN-SERVICE COURSES

I lecture at ..... (Please put body/college..)

I began teaching in ..... (Please put year)

I have been lecturing on these courses since..... (Please put year)

The main subject in which I was trained .....

Subject(s) I teach now .....

My qualifications: (Please tick your highest qualification)

Preparatory Certificate.|__|	B.Ed.....|__|	Master's degree..|__|
Diploma .....|__|	B.Sc. .....|__|	Ph.D.....|__|
B.A. .....|__|	Higher Diploma.|__|	Any other.....|__|

SECTION ONE : IN-SERVICE COURSES

A. IN-SERVICE COURSES NOW

(Please tick a box, for each question)	yes	no	extent
1. Are you normally consulted beforehand by the course authorities (Ministry of Education, IAVD Baghdad ,Colleges, Universities) about the:			
possible subjects for in-service courses?			
numbers of such courses to be held each year?			
number of teachers to go on each course?			
location, length, and dates of courses?			
aims or purpose of each course?			
equipment needed for each course?			
2. Should lecturers be consulted on all or most of these things?			
3. Have you received any special training, to lecture on these courses?			
4. Should lecturers receive training, to lecture on these courses?			
5. Before a course, do you or the authorities normally send out details of the course aims, to Supervisors and Principals, to enable them to select the appropriate people to go on the course?			
6. Should such course details be sent out beforehand, to help selection?			
7. After a course, do you or the authorities maintain links with schools, to follow up the course's effects on teachers who have taken course?			
8. Should there be some follow-up after courses, in schools?			
9. Are courses sometimes overcrowded?			
10. Do courses sometimes lack sufficient equipment and teaching materials?			
11. Are courses sometimes too short (brief) to achieve much?			

12.If teachers/instructors (trainees) who come on courses are not always enthusiastic, is this due to

-lack of time on the course for discussion?	
-no interest in the topic of the course?	
-the course topic is not relevant to them?	
-worry about accommodation and transport problems while they are on the course?	
-too many lectures and /or not enough practical work?	
-fear of examination failure at the end of the course?	
-the unsuitability of the building for the course purposes?	

Any other reasons (please say):

13. Trainees' problems and needs: What in your opinion are trainees' greatest problems and needs? The 7 problems below are in no special order. Please number 1-7 in descending order of seriousness. i.e. by putting 1 beside the most serious problem and so on.

- Lack of knowledge of their teaching subject	
- Lack of skill in practical work	
- Poor class-control and discipline over pupils	
- Poor teaching methods and lesson-planning	
- Lack of administrative knowledge, e.g. timetabling	
- Lack of knowledge about industry/commerce/farming	
- Attitude: lack of willingness to change or learn	

Any other problems (Please say):

B. IN-SERVICE COURSES IN FUTURE.

14. Course location: Where do think such courses should be held?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd, and 3rd choice)

-At every vocational school	
-At one school, for a group of schools in an area	
-At a university, college or institute	
-At the IAVD in Baghdad	
-At some other technical institution in Iraq	

If at non of these, pleas say where:

15. Course Time: When do you think such courses should be held?
(If you tick more than one box, please put 1, 2, 3 to show your 1st, 2nd, and 3rd choice)

-During summer vacation		-In early September	
-During spring vacation		-In late June	
-During working-time (term) by day		Any other time (Please say):	
-During working-time (term) by evening			

16. Course length: What length do you think such courses should be?
(If you tick more than one box, please put 1, 2, 3, to show your 1st, 2nd and 3rd choice)

-Less than 1 week.....|__|
-1 week to less than 1 month...|__|
-1 to 3 months.....|__|
-More than 3 months .....|__|
Any comments (Please say):

17. Course subjects: What subjects do you think such courses should be cover to meet teaching staff needs?
(If you tick more than one box, please put 1, 2, 3 to show your 1st, 2nd, and 3rd choice)

-Teaching subjects-more curriculum knowledge .....|__|
-Pedagogy - methods of teaching .....|__|
-Examinations, tests: methods, techniques.....|__|
-Classroom management: pupil behaviour, discipline.....|__|
-Educational technology - new teaching aids.....|__|
-Timetabling techniques.....|__|
-Curriculum planning.....|__|
-Educational psychology.....|__|
-Educational sociology.....|__|
-Educational guidance and counselling.....|__|
-Vocational (job) guidance and counselling.....|__|
-New developments in industry/commerce/agriculture.....|__|
Any others (Please say):

18. Methods adopted by courses: What methods or teaching styles do you think would be best for such courses?
(If you tick more than one box, please put 1, 2, 3 to show your 1st, 2nd, and 3rd choice)

-Lectures.....|__|
-Workshops and study groups on various subjects.....|__|
-Demonstration lessons.....|__|
-Discussions.....|__|
-Visits to industry/commercial/farms.....|__|
-Visits to other schools (to exchange experience).....|__|
-Opportunity to do own study, research.....|__|
Any others (Please say):

19. Evaluation of course participants: How do you think teachers' benefits from such courses should be evaluated?
(If you tick more than one box, please put 1, 2, 3 to show your 1st, 2nd and 3rd choice)

-By a written exam at the end of the course.....|__|
-By a practical test at the end of the course .....|__|
-By an essay or report of research, at the end of the course.....|__|
-By an oral test at the end of the course.....|__|
-By no evaluation, just the course record of attendance register.....|__|
-By other methods (Please specify):

-By no evaluation. Instead, follow-up at the school after wards

-by the school's principal.....|__|
-by supervisors.....|__|
-by course organisers.....|__|
-By other methods (Please say):

Any comments (Please say):

20. Motivation to attend: What do you think should be the trainees' main aims in attending such courses?
(If you tick more than one box, please put 1, 2, 3 to show your 1st, 2nd and 3rd choice)

-To enhance self-esteem .....|__|
-To gain promotion .....|__|
-To enable teaching staff to take up different duties.....|__|
-To enable teaching staff to change direction in career.....|__|
-To update knowledge of their own teaching subject.....|__|
-To update and improve skills and teaching methods.....|__|
-For the personal satisfaction of teachers/instructors (trainees)..|__|
-To meet vocational teachers/instructors from other schools.....|__|
-To have a break (relief) from teaching.....|__|

Any other reasons (Please say):

21. Incentives and rewards: Should there be financial incentives or rewards for doing such courses?
(Please tick)

Yes.....|__|
No.....|__|
Undecided.....|__|

If "Yes", please suggest suitable financial rewards for teaching staff (trainees) doing courses of the following length:

-Less than one month:-

-1 to 3 months:-

-3 months or more:-

Any comments (Please say):

SECTION TWO: ROLES AND PARTICIPATIONS:

1. Roles and participations of lecturers/supervisors/teaching staff:
(Please tick any statement you agree with. You may tick more than one.)

-Course-lecturers should play a role (with others) in planning courses.....|__|
-Principals and supervisors should play a role (with others) in planning courses.....|__|
-Courses-lecturers should play a role in following up courses, in schools, afterwards.....|__|
-Principals and supervisors should play a role in following up courses, in schools, afterwards.....|__|
-Principals and supervisors should play a role (with others) in lecturing on courses.....|__|
-Course- lecturers should only be consulted beforehand, and should leave planning and follow-up to the authorities (Ministry of Education, IAVD Baghdad, colleges, universities).....|__|
-Teachers and instructors (trainees) should play a role in planning and determining the in-service courses' content.....|__|

Any other comments (Please say):

2. Administrative Roles: What are the roles and forms of participation (administrative, organisational or technical) which the following bodies could adopt to improve and extend the in-service activities available to teaching staff in vocational schools?

1- Teacher or instructors:

2- Vocational school:

3- The General Directorates of Education:

4- The IAVD in Baghdad:

5- University/college/institute:

6-Other bodies and organisations (e.g.: Iraqi mass media, teachers union.. etc.):

Thank you for your help

APPENDIX 6.4

QUESTIONNAIRE No.4

FOR TRAINEES DOING A COURSE

Your school's name and address

(Please tick, with /, the box that applies to you)

I am

a teacher.....	☐	aged under 20.....	☐
an instructor.....	☐	20-29.....	☐
		30-39.....	☐
male.....	☐	40-49.....	☐
female.....	☐	50 and over.....	☐

My main teaching subject:.....

My qualifications: (Please tick your highest qualification)

Preparatory Certificate.....	☐	Higher Diploma.....	☐
Diploma.....	☐	Master's degree.....	☐
B.A.....	☐	Ph.D.....	☐
B.Ed.....	☐	Any other:	
B.Sc.....	☐		

I have been teaching since (Please put year)

Questions before the course starts

1. How were you chosen for this course? (Please say, if you can)

2. Have you any knowledge now, about the aims and the programme of this course, before it begins?

(Please tick) Yes..... ☐

No..... ☐

3. Is attendance at this course (Please tick)

for your own benefit?.....	☐
for your school's benefit?.....	☐
for both your own and your school's benefit?.	☐

4. What do you expect to receive from this course? (Please say, if you can)

Thank you for your help

APPENDIX 6.4

QUESTIONNAIRE No.4

FOR TRAINEES DOING A COURSE

Your school's name and address

(Please tick, with /, the box that applies to you)

I am .....

a teacher.....	__	aged under 20.....	__
an instructor.....	__	20-29.....	__
		30-39.....	__
male.....	__	40-49.....	__
female.....	__	50 and over.....	__

My main teaching subject:.....

My qualifications: (Please tick your highest qualification)

Preparatory Certificate.....	__	Higher Diploma.....	__
Diploma.....	__	Master's degree.....	__
B.A.	__	Ph.D.....	__
B.Ed.	__	Any other:	
B.Sc.	__		

I have been teaching since.....(Please put year)

Questions at the end of the course

1. Please state some POSITIVE aspects of this course.

2. Please state some NEGATIVE aspects of this course.

3. Please make some SUGGESTIONS as to how this course could be improved, next time it is given.

4. Has this course as a whole been (Please tick)	relevant to your needs?.....	__
	not relevant to your needs?.....	__
	more useful than you expected?.....	__
	not as useful as you expected?.....	__

5. What do you hope to do at school, as a result of this course? (Please say, if you can)

Thank you for your help

APPENDIX 6.4

QUESTIONNAIRE No.4

FOR TRAINEES DOING A COURSE

Your school's name and address

(Please tick, with /, the box that applies to you)

I am

a teacher.....	__	aged under 20.....	__
an instructor.....	__	20-29.....	__
		30-39.....	__
male.....	__	40-49.....	__
female.....	__	50 and over.....	__

My main teaching subject:.....

My qualifications: (Please tick your highest qualification)

Preparatory Certificate.....	__	Higher Diploma.....	__
Diploma.....	__	Master's degree.....	__
B.A.....	__	Ph.D.....	__
B.Ed.	__	Any other:	
B.Sc.	__		

I have been teaching since .....(Please put year)

Questions after the course has ended

1. Have you done what you hoped?

(Please tick) Yes..... __

No..... __

If "Yes", what?

If "No", why not?

2. Has the course made any difference to your

knowledge?.....	__
understanding?.....	__
practical skills?....	__
teaching methods?....	__

3. Have you had an opportunity to pass on to your school principal/colleagues anything that you gained from the course?

Thank you for your help

Appendix 6.5

The Sample of orginal plan 248 vocational schools in Iraq (1987/8)-10% sample survey of 25 vocational schools.

	No. of schools	No. of questionnaires	No. of types of teaching staff	questionnaire per-school
1.Baghdad:	7 Ind. Schools	84	21 AT 21 VT 42 I	3 AT 3 VT 6 I
	6 Com. Schools	60	30 AT 30 VT	5 AT 5 VT
	2 Ag. Schools	60	20 AT 20 VT 20 I	10 AT 10 Vt 10 I
	15 total	204 total		
2. Mosul:	2 Ind. Schools	40	10 AT 10 VT 20 I	5 AT 5 VT 10 I
	2 Com.Schools	32	16 AT 16 VT	8 AT 8 VT
	1 Ag. Schools	30	10 AT 10 VT 10 I	10 AT 10 VT 10 I
	5 total	102 total		
3.Thi-Qar:	2 Ind. Schools	40	10 AT 10 VT 20 I	5 AT 5 VT 10 I
	2 Com. Schools	32	16 AT 16 VT	8 AT 8 VT
	1 Ag. Schools	30	10 AT 10 VT 10 I	10 AT 10 VT 10 I
	5 total	102 total		

Totals:			
15 Schools in Baghdad	204	total AT to be questioned:	143
5 = = Mosul	102	total VT to be questioned:	143
5 = = Thi-Qar	102	total I to be questioned:	122
25 = = Iraq	408		

Key to abbreviations: Ind. : Industrial
Com. : Commercial
Ag. : Agricultural
AT. : Academic Teacher
VT. : Vocational Teacher
I. : = Instructor.

APPENDIX 6.6

UNIVERSITY OF HULL

INSTITUTE OF EDUCATION-POSTGRADUATE STUDY-

Questionnaire for Vocational Secondary School Supervisors, Principals, Teaching Staff and also Lecturers in in-service courses in Iraq.

Dear colleagues

I am doing a research project which will result in a report, on the needs of Vocational School Teachers and Instructors in Iraq, with regard to in-service courses of education and training - in other words courses received by teaching staff after they have been teaching for some years.

The project is being supervised by Dr J. R. Lukes, Institute of Education, University of Hull. The aim of the project is (1) to discover what the present opportunities and arrangements are for such courses, and (2) to work out (plan + recommend) how the provision of such courses can be improved, in quantity and quality, in the future.

A vital part of the project is a survey of the opinions, on these questions, held by Vocational School teachers and instructors, Principals and Supervisors, and lecturers on the courses. I would be grateful if you would take part in the survey by filling in the attached questionnaire. Your participation in this study, though optional, is extremely significant for this research.

Please do not put your name on the questionnaire. Everyone taking part in the survey will be anonymous (unnamed). I hope this will make you feel free to answer the questions fully. Complete confidentiality will be maintained, with no naming of people, schools or institutions. All data will be coded for confidentiality. The questions are simple to answer. Most need no more than a tick (/). Please feel free to add comments, if you wish, about each question.

Thank you very much for your participation.

signed investigator

A. G. Al Heeti

Notes: In order to help you to answer this questionnaire, please read carefully the following definitions:-

(1) Teacher and Instructor-Training Courses: Courses for people before they become teachers or instructors.

(2) The Probationary year:- The first year which the teacher or instructor undertakes: it begins immediately after the teacher's or instructor's commencement of teaching.

(3) In-Service courses: Courses undertaken when a person is serving as a teacher or instructor.
There are 2 kinds of in-service course:
a) refresher courses-short courses (less than 1 year) to update and extend teachers'/instructors' knowledge, skills, and teaching methods. These may have 2 functions:
- to improve teachers'/instructors' performance in their job.
- to help prepare them for different duties or for a higher job.
b) qualifying courses-courses of 1 year or more, for a qualification (e.g. Diploma B.Sc.) which the teacher or instructor did not get at an earlier age.

(4) Follow-up:- interest shown by other people, in applying what was learned on the course.

Appendix 6.7

Letter to Ministry of Education, and Higher Education Institutes, requesting cooperation with data collection and arrangement of interviews.

بسم الله الرحمن الرحيم
الجمهورية العراقية

وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION & SCIENTFIC RESEARCH

العدد : ٢١٧٢٧
التاريخ : ٢٨/١١/١٩٨٨
الدائرة البعثات والعلاقات
المديرية : بعثات الغرب

Ref : 21727
Date: 28/11/1988

وزاره التربيه

م/ تسهيل مهمه باحث

يرجى تسهيل مهمه الباحث عبد الغفور شاحوذ هندى الهيتي في جمع المعلومات واجراء المقابلات لبحثه الميداني في موضوع التدريب اثناء الخدمه .

مع التقدير

رعد كاظم مصلح
م/المدير العام لدائره البعثات والعلاقات الثقافيه

نسخه منه الى /
الجامعه التكنولوجيه / قسم المدرسين الصناعيين / المدربين الصناعين / للنفس الغرض
اهلا مع التقدير
كليات التربيه / اقسام المدرسين المهنيين
شعبه المملكه المتحده /

Appendix 6.8

Letter from EVE to vocational schools, issued in accordance with instructions from Ministry of Education, requesting cooperation with the study.

بسم اللـــه الرحمن الرحيـــم
الجمهورية العـــراقيـــة

وزارة التربيه
المديرية العامه للتعليم المهني
قسم التطوير والمتابعة

العدد / ٨ ٧٤
التاريخ ٨٨/١/٢٩

الى / المدارس المهنية في بغـــداد كافـــة

م / تسهيل مهمـــة

يرجى تسهيل مهمة السيد عبدالغفور شاحوذ هندى لتوزيع الاستبيان المتعلق ببحثه الموسوم ((تدريب المدرسين في المدارس المهنية أثناء الخدمه)) .

الدكتور بشير عبد العباس محمد
مدير التطوير والمتابعـــــــــة

نسخه منه الى /ـ
مركز البحوث والدراسات التربويه / مديرية البحوث / مذكرتكم في ٨٨/١١/٢٩
قسم التطوير والمتابعه / شعبة التطوير والبحوث / مع الاوليات

Appendix 6.9

Letter from DGE in Nineveh, to all vocational schools in that province, requesting cooperation with the study.

بسم الله الرحمن الرحيم

الجمهورية العراقيـــــــــة

وزارة التربية

المديرية العامة للتربيـــة

في المحافظة الاولى / نينوى

مديرية التخطيط التربوي

العدد / ١٢٥٤

التاريخ ٨٩/١/١٠

الى /

ادارات المدارس المهنية في المحافظـــــة كافة

م / تسهيل مهمة

اشارة الى كتاب وزارة التربية / مركز البحوث والدراسات التربوية العدد ٧٠٤٨١ في ٨/١١/٣٠ يرجى تسهيل مهمة السيد عبد الغفور شاجوذ هندى الهيتى طالب الدراسات العليا في الاستفادة من مدارسكم في توزيع استبيانه المتعلق ببحثه الموسوم (تدريب المدرسين في المدارس المهنية اثناء الخ

وشكـــــرا ..

اياد صديق الجادر

ع/ المديـر العـــام

نسخة منه الى /ـ

وحدة الاشراف الاختصاصي للتفضل بالاطلاع لطفا

مديرية التخطيط التربوي / البحوث والدراسات مع الاوليات

Appendix 6.10

Letter from DGE in Thi-Qar, to all vocational schools in that province, requesting cooperation with study.

بسم الله الرحمن الرحيم

الجمهورية العراقيـــــــه

المديرية العامة لتربية ذي قار

قسم الذاتية والملاك/المهني

العدد // ٢٥٢٤٢

التاريخ /٢٦/١٢/١٩٨٨

الى /ادارات المدارس المهنيه كافـــــه

م/ تسهيل مهمه طالب دراسات عليـا

==========

بناء على ماجاء بكتاب وزارة التربيه/ مركز البحوث والدراسات التربويه الرقم ٧٠٤٨١ في ١١/٣٠ يرجى تسهيل مهمه السيد عبد الغفور شاهوذ اثناء زياراته الى مدارسكم والتعاون معـــــ بصدد توزيع الاستبيان على المدرسين والمدربين ٠٠مع التقدير

ايوب يوسف جساس

ع/المدير العـــــــــام

نسخة منه الى /:

=======

قسم الذاتيه والملاك/ المهني / مع اصل كتاب الـــوزاره

السيد / طالب الدراسه

الملف الدوار

Appendix 7

Table 1 Distribution of Respondents (Group 1) According to Type of Vocational Schools

	Industrial		Commercial		Agricultural	
1. In each Province Selected:	No.	%	No.	%	No.	%
Nineveh	54	20.9	30	25.0	36	30.8
Baghdad	125	48.4	67	55.8	59	50.4
Thi-Qar	79	30.6	23	19.2	22	18.8
Total	258	100.0	120	100.0	117	100.0
2. Sex						
Male	159	61.6	32	26.7	91	77.8
Female	99	38.4	88	73.3	26	22.2
Total	258	100.0	120	100.0	117	
3. Main Subject						
Academic subject	64	24.8	30	25.0	19	16.2
Vocational subject	194	75.2	90	75.0	98	83.8
Total	258	100.0	120	100.0	117	100.0
4. Professional Role						
Teacher	124	48.1	120	100.0	68	58.1
Instructor	134	52.1	-	-	49	41.9
Total	258	100.0	120	100.0	117	100.0
5. Ages						
Under 30 Years	120	46.5	46	38.3	25	21.4
30 - 39 Years	123	47.7	51	42.5	64	54.7
40 & over	15	5.8	23	19.2	28	23.9
Total	258	100.0	120	100.0	117	100.0
6. Qualification						
Without degree	136	52.7	-	-	52	44.4
With Bachelor's degree	122	47.3	120	100.0	65	55.6
Total	258	100.0	120	100.0	117	100.0
7. Teaching Experience						
Less than 10 Years	185	71.7	77	64.2	45	38.5
10 Years & over	73	28.3	43	35.8	72	61.5

Table 1 (Cont.)

Total	258	100.0	120	100.0	117	100.0
8. Qualified and Unqualified						
Qualified	103	39.9	54	45.0	24	20.5
Unqualified	155	60.1	66	55.0	93	79.5
Total	258	100.0	120	100.0	117	100.0
9. Number of subjects taught						
One subject	149	57.8	30	25.0	52	44.4
Two or more	109	42.2	90	75.0	65	55.6
Total	258	100.0	120	100.0	117	100.0
10. Kinds (Nature) of subjects taught						
Own specialism	193	74.8	64	53.3	73	62.4
Other subjects	9	3.5	9	7.5	22	18.8
Both	56	21.7	47	39.2	22	18.8
Total	258	100.0	120	100.0	117	100.0
11. INSET Experience						
Had INSET Course	112	43.4	74	61.7	71	60.7
Had no INSET Course	146	56.6	46	38.3	46	39.3
Total	258	100.0	120	100.0	117	100.0

Appendix 7

Table 2 Distribution of Respondents according to location

	Nineveh		Baghdad		Thi-Qar	
	No.	%	No.	%	No.	%
1. Sex						
Male	83	69.2	102	40.6	97	78.2
Female	37	30.8	149	59.4	27	21.8
Total	120	100.0	251	100.0	124	100.0
2. Main Subject						
Academic subject	23	19.2	67	26.7	23	18.5
Vocational subject	90	80.8	184	73.3	101	81.5
Total	120	100.0	251	100.0	124	100.0
3. Professional Role						
Teacher	77	64.2	175	69.7	60	48.4
Instructor	43	35.8	76	30.3	64	51.6
Total	120	100.0	251	100.0	124	100.0
4. Ages						
Under 30 Years	27	22.5	104	41.4	60	48.4
30 - 39 Years	75	62.5	104	41.4	59	47.6
40 & over	18	15.0	43	17.1	5	4.0
Total	120	100.0	251	100.0	124	100.0
5. Qualification						
Without degree	43	35.8	80	31.9	65	52.4
With Bachelor's degree	77	64.2	171	68.1	59	49.6
Total	120	100.0	251	100.0	124	100.0
6. Teaching Experience						
Less than 10 Years	62	51.7	156	62.2	89	71.8
10 Years & over	58	48.3	95	37.8	35	28.2
Total	120	100.0	251	100.0	124	100.0
7. Qualified and Unqualified						
Qualified	39	32.5	84	33.5	58	46.8
Unqualified	81	67.5	167	66.5	66	53.2

Table 2 (Cont.)

Total	120	100.0	251	100.0	124	100.0
8. Number of subjects taught						
One subject	53	44.2	117	46.6	61	49.2
Two & more	67	55.8	134	53.4	63	50.8
Total	120	100.0	251	100.0	124	100.0
9. Kinds (Nature) of subjects taught						
Own specialism	72	60.0	170	67.7	88	71.0
Other subjects	16	13.3	18	7.2	6	4.8
Both	32	26.7	63	25.1	30	24.2
Total	120	100.0	251	100.0	124	100.0
10. INSET Experience						
Had INSET Course	78	65.0	130	51.8	49	39.5
Had no INSET Course	42	35.0	121	48.2	75	60.5
Total	120	100.0	251	100.0	124	100.0

Appendix 7

Table 3 Distribution of Respondents according to their sex

	Male		Female	
	No.	%	No.	%
1. Main Subject				
Academic subject	51	18.1	62	29.1
Vocational subject	231	81.9	151	70.9
Total	282	100.0	213	100.0
2. Professional Role (Job)				
Teacher	157	55.7	155	72.8
Instructor	125	44.3	58	27.2
Total	282	100.0	213	100.0
3. Ages				
Under 30 Years	66	23.4	125	58.7
30 - 39 Years	159	56.4	79	37.1
40 & over	57	20.2	9	4.2
Total	282	100.0	213	100.0
4. Qualification				
Without degree	130	46.1	58	27.2
With Bachelor's degree	152	53.9	155	72.8
Total	282	100.0	213	100.0
5. Teaching Experience				
Less than 10 Years	137	48.6	170	79.8
10 Years & over	125	48.4	67	55.8
Total	282	100.0	213	100.0
6. Qualified and Unqualified				
Qualified	90	31.9	91	42.7
Unqualified	192	68.1	122	57.3
Total	282	100.0	213	100.0
7. Number of subjects taught				
One subject	137	48.6	94	44.1
Two & more	145	51.4	199	55.9

Table 3 (Cont.)

Total	282	100.0	213	100.0
8. Kinds (Nature) of subjects taught				
Own specialism	207	73.4	123	57.7
Other subjects	19	6.7	21	9.9
Both	56	19.9	69	32.4
Total	282	100.0	213	100.0
9. INSET Experience				
Had INSET Course	151	53.3	106	49.8
Had no INSET Course	131	46.5	107	50.2
Total	282	100.0	213	100.0

Appendix 7

Table 4 Distribution of Respondents According to their Ages

	Under 30 Years		30 - 39 Years		40 and over	
	No.	%	No.	%	No.	%
1. Main Subject						
Academic subject	29	15.2	64	26.9	20	30.3
Vocational subject	162	84.8	174	73.1	46	69.7
Total	191	100.0	238	100.0	66	100.0
2. Professional Role						
Teacher	99	51.8	157	66.0	56	84.8
Instructor	92	48.2	81	34.0	10	15.2
Total	191	100.0	238	100.0	66	100.0
3. Qualification						
Without degree	92	48.2	83	34.9	13	19.7
With Bachelor;s degree	99	51.8	155	65.1	53	80.3
Total	191	100.0	238	100.0	66	100.0
4. Teaching Experience						
Less than 10 Years	186	97.4	116	48.7	5	7.6
10 Years & over	5	2.6	122	51.3	61	92.4
Total	191	100.0	238	100.0	66	100.0
5. Qualified and Unqualified						
Qualified	104	54.5	70	29.4	7	10.6
Unqualified	87	45.5	168	70.6	59	89.4
Total	191	100.0	238	100.0	66	100.0
6. Number of subjects taught						
One subject	94	49.2	116	48.7	21	31.8
Two & more	97	50.8	122	51.3	45	68.2
Total	191	100.0	238	100.0	66	100.0
7. Kinds (Nature) of subjects taught						
Own specialism	126	66.0	164	68.9	40	60.6
Other subjects	16	8.4	20	8.4	4	6.1
Both	49	25.7	54	22.7	22	33.3

Table 4 (Cont.)

Total	191	100.0	238	100.0	66	100.0
8. INSET Experience						
Had INSET Course	71	37.2	134	56.3	52	78.8
Had no INSET Course	120	62.8	104	43.7	14	21.2
Total	191	100.0	238	100.0	66	100.0

Appendix 7

Table 5 Distribution of Respondents According to their Qualifications

	Without degree		With Bachelor's degree	
	No.	%	No	%
1. Main Subject				
Academic subject	2	1.1	111	36.2
Vocational subject	186	98.9	196	63.8
Total	188	100.0	307	100.0
2. Professional Role				
Teacher	5	2.7	307	100.0
Instructor	183	97.3	-	-
Total	188	100.0	307	100.0
3. Teaching Experience				
Less than 10 Years	122	64.9	185	60.3
10 Years & over	66	35.1	122	39.7
Total	188	100.0	307	100.0
4. Qualified and Unqualified				
Qualified	188	100.0	-	-
Unqualified	-	-	307	100.0
Total	188	100.0	307	100.0
5. Number of subjects taught				
One subject	130	69.1	101	32.9
Two & more	58	30.9	206	67.1
Total	188	100.0	307	100.0
6. Kinds (Nature) of subjects taught				
Own specialism	159	84.6	171	55.7
Other subjects	8	4.3	32	10.4
Both	21	11.2	104	33.9
Total	188	100.0	307	100.0
7. INSET Experience				
Had INSET Course	98	52.1	159	51.8
Had no INSET Course	90	47.9	148	48.2
Total	188	100.0	307	100.0

Appendix 7

Table 6 Distribution of Respondents According to their Teaching Experiences

	- 10 Years		10 Years & over	
	No.	%	No.	%
1. Main Subject				
Academic subject	61	19.9	52	27.7
Vocational subject	246	80.1	136	72.3
Total	307	100.0	188	100.0
2. Professional Role				
Teacher	186	60.6	126	67.0
Instructor	121	39.4	62	33.0
Total	307	100.0	188	100.0
3. Qualified and Unqualified				
Qualified	167	54.4	14	7.4
Unqualified	140	45.6	174	92.6
Total	207	100.0	188	100.0
4. Number of subjects taught				
One subject	143	46.6	88	46.8
Two & more	164	53.4	100	53.2
Total	307	100.0	188	100.0
5. Kinds (Nature) of subjects taught				
Own specialism	195	63.5	135	71.8
Other subjects	29	9.4	11	5.9
Both	83	27.0	42	22.3
Total	307	100.0	188	100.0
6. INSET Experience				
Had INSET Course	126	41.0	131	69.7
Had no INSET Course	181	59.0	57	30.3
Total	307	100.0	188	100.0

Appendix 8.1

Answers, by Provinces (location) - (Pre-service courses)

Items, ranked in order	Nineveh (n=120)		Baghdad (n=251)		Thi-Qar (n=124)		Results
	No.	%	No.	%	No.	%	
6. More Pedagogy wanted.	94	78.3	190	75.7	103	83.1	(X^2)= 2.64 D.F. = 2 N.S. (0.2667)
9. Longer Teaching Practice period wanted.	92	76.7	141	56.2	107	86.3	(X^2)= 39.79 D.F. = 2 P<.001
3. More Educational Psychology wanted.	63	52.5	116	46.2	67	54.0	(X^2) = 2.53 D.F. = 2 N.S. (0.2827)
1. General the course below expectations.	55	45.8	99	39.4	85	68.5	(X^2) = 28.54 D.F. = 2 P<.001
7. More Educational in specialist teaching subjects wanted.	49	40.8	117	46.6	65	52.4	(X^2)= 3.29 D.F. = 2 N.S. (0.1930)
8. More Observation of lessons wanted.	44	36.7	71	28.3	97	78.2	(X^2)= 86.99 D.F. = 2 P<.001
10. Too much to do in too little time.	38	31.7	80	31.9	39	31.5	(X^2) = 0.01 D.F. = 2 N.S. (0.9965)
11. Leave observation and teaching practice for special INSET courses.	30	25.0	57	22.7	35	28.2	(X^2) = 1.37 D.F. = 2 N.S. (0.5039)
2. More Educational Philosophy wanted.	16	13.0	58	23.1	36	29.0	(X^2)= 8.92 D.F. = 2 P<.02
4. More Educational Sociology wanted.	17	14.2	32	12.7	16	12.9	(X^2)= 0.15 D.F. = 2 N.S. (0.9275)
5. More Educational History wanted.	6	5.0	5	2.0	6	4.8	(X^2) = 3.20 D.F. = 2 N.S. (0.2020)

Appendix 8.2

Crosstabulation of Pre-service Question by Group 1 and Group 2

Item	Statement	Group 1 (n=495) %	Group 2 (n=42) %	Results
1.	The course need some improvements	48.3	38.1	$(X^2) = 1.23$ D.F. = 1 N.S. (0.2677)
2.	The courses should give more time and attention to educational philosophy.	22.2	21.4	$(X^2) = 0.00$ D.F. = 1 N.S. (1.0000)
3.	The courses should give more time and attention to educational psychology.	49.7	47.6	$(X^2) = 0.01$ D.F. = 1 N.S. (0.9220)
4.	The courses should give more time and attention to educational sociology.	13.1	11.9	$(X^2) = 0.00$ D.F. = 1 N.S. (1.0000)
5.	The courses should give more time and attention to educational history.	3.4	9.5	$(X^2) = 2.37$ D.F. = 1 N.S. (0.1235)
6.	The courses should give more time and attention to pedagogy and teaching methods.	78.2	78.6	$(X^2) = 0.00$ D.F. = 1 N.S. (1.0000)
7.	The courses should give more time and attention to education in each specialist teaching subject	46.7	59.5	$(X^2) = 2.08$ D.F. = 1 N.S. (0.1496)
8.	The courses should give more time and attention to observation of lessons being taught	42.8	50.0	$(X^2) = 0.54$ D.F. = 1 N.S. (0.4604)
9.	The courses should give more time and attention to teaching practice periods.	68.7	76.2	$(X^2) = 0.70$ D.F. = 1 N.S. (0.4021)
10.	The courses try to cover too much in too little time.	31.7	28.6	$(X^2) = 0.06$ D.F. = 1 N.S. (0.8038)
11.	The courses should stay the same length and should leave practical matters to be taught in extra INSET courses taken later in the careers.	24.6	16.7	$(X^2) = 0.95$ D.F. = 1 N.S. (0.3300)

Appendix 8.3

Table 1 Reasons for Becoming Teacher/Instructor

Answers, by Provinces (Location - Variable 1)

Items, ranked in order	Nineveh (n=120)		Baghdad (n=251)		Thi-Qar (n=124)		Results
	No.	%	No.	%	No.	%	
7. A strong wish to teach	60	50.0	113	45.0	70	56.5	$(X^2) = 4.39$ D.F. = 2 N.S. (0.1112)
3. Directed by Central Distribution System	56	46.7	111	44.2	68	54.8	$(X^2) = 3.79$ D.F. = 2 N.S. (0.1501)
1. Family pressure (wishes)	50	41.7	122	48.6	23	18.5	$(X^2) = 31.75$ D.F. = 2 P<.001
8. Long holidays.	40	33.3	69	27.5	48	38.7	$(X^2) = 5.02$ D.F. = 2 N.S. (0.0815)
6. Examination results.	34	28.3	87	34.7	34	27.4	$(X^2) = 2.68$ D.F. = 2 N.S. (0.2621)
5. The Job security.	24	20.0	22	8.8	18	14.5	$(X^2) = 9.47$ D.F. = 2 P<.01
2. Directed by School Administration.	8	6.7	6	2.4	21	16.9	$(X^2) = 26.76$ D.F. = 2 P<.001
9. Change in career.	6	5.0	17	6.8	6	4.8	$(X^2) = 0.77$ D.F. = 2 N.S. (0.6789)
4. Salary.	9	7.5	8	3.2	11	8.9	$(X^2) = 6.03$ D.F. = 2 P<.05

Appendix 8.3

Table 2 Reasons for Becoming Teacher/Instructor

Answers, by Sex (Variable 2)

Items, ranked in order	Male (n=282)		Female (n=213)		Results
	No.	%	No.	%	
7. A strong wish to teach.	145	51.4	98	46.0	$(X^2) = 1.21$ D.F. = 1 N.S. (0.2709)
3. Directed by Central Distribution System	128	45.4	107	50.2	$(X^2) = 0.96$ D.F. = 1 N.S. (0.3282)
1. Family pressure (wishes).	36	12.8	159	74.6	$(X^2) = 192.04$ D.F. = 1 P<.001
8. Long holidays.	76	27.0	81	38.0	$(X^2) = 6.37$ D.F. = 1 P<.001
6. Examination results.	109	38.7	46	21.6	$(X^2) = 15.63$ D.F. = 1 P<.001
5. The Job security.	52	18.4	12	5.6	$(X^2) = 16.56$ D.F. = 1 P<.001
2. Directed by Schools Administration.	29	10.3	6	2.8	$(X^2) = 9.20$ D.F. = 1 P<.01
9. Change in career.	11	3.9	18	8.5	$(X^2) = 3.77$ D.F. = 1 P<.05
4. Salary.	18	6.4	10	4.7	$(X^2) = 0.37$ D.F. = 1 N.S. (0.5429)

Appendix 8.3

Table 3 Reasons for Becoming Teacher/Instructor

Answers, by Main Subjects (Variable 3)

Items, ranked in order	Academic (n = 113)		Industrial (n =194)		Commercial (n = 90)		Agricultural (n = 98)		Results
	No.	%	No.	%	No.	%	No.	%	
7. A strong wish to teach.	54	47.8	97	50.0	50	55.6	42	42.9	(X^2)= 3.17 D.F. = 3 N.S. (0.3662)
3. Directed by Central Distribution System.	45	39.8	120	61.9	31	34.4	39	39.8	(X^2)=27.19 D.F. = 3 P<.001
1. Family pressure (wishes)	56	49.6	52	26.8	61	67.8	26	26.5	(X^2)=54.93 D.F. = 2 P<.001
8. Long holidays.	38	33.6	51	26.3	41	45.6	27	27.6	(X^2)=11.57 D.F. = 23 P<.01
6. Examination results.	35	31.0	49	25.3	28	31.1	43	43.1	(X^2)=10.51 D.F. = 3 P<.02
5. The Job security.	10	8.8	23	11.9	8	8.9	23	23.5	(X^2)=12.85 D.F. = 3 P<.01
2. Directed by School Administration.	1	0.9	19	9.8	6	6.7	9	9.2	(X^2)= 9.46 D.F. = 3 P<.03
9. Change in career.	4	3.5	10	5.2	9	10.0	6	6.1	(X^2)= 4.09 D.F. = 3 N.S. (0.2522)
4. Salary.	5	4.4	7	3.6	6	6.7	10	10.2	(X^2)= 5.82 D.F. = 3 N.S. (0.1209)

Appendix 8.3

Table 4 Reasons for Becoming Teacher/Instructor

Answers, by Qualification (Variable 4)

Items, ranked in order	No degree (n = 188)		Bachelor degree (n = 307)		Results
	No.	%	No.	%	
7. A strong wish to teach.	110	58.5	133	43.3	$(X^2) = 10.16$ D.F. = 1 P<.01
3. Directed by Central Distribution System	103	54.8	132	43.0	$(X^2) = 6.4$ D.F. = 1 P<.02
1. Family pressure.	52	27.7	143	46.6	$(X^2) = 16.70$ D.F. = 1 P<.001
8. Long holidays.	39	20.7	118	38.4	$(X^2) = 16.04$ D.F. = 1 P<.001
6. Examination results.	51	27.1	104	33.9	$(X^2) = 2.17$ D.F. = 1 N.S. (0.1412)
5. The Job security.	23	12.2	41	13.4	$(X^2) = 0.05$ D.F. = 1 N.S. (0.8237)
2. Directed by School Administration	27	14.4	8	2.6	$(X^2) = 22.77$ D.F. = 1 N.S. (0.0000)
9. Change in career.	2	1.1	27	8.8	$(X^2) = 11.27$ D.F. = 1 P<.001
4. Salary.	10	5.3	18	5.9	$(X^2) = 0.00$ D.F. = 1 N.S. (0.9570)

Appendix 8.3

Table 5 Reasons for Becoming Teacher/Instructor

Answers, by Length of Teaching Experience (Variable 5)

Items, ranked in order	Less than 10 year (n = 307) No.	%	10 years & over (n = 188) No.	%	Results
7. A strong wish to teach.	139	45.3	104	55.3	$(X^2) = 4.31$; D.F. = 1; P<.04
3. Directed by Central Distribution System.	203	66.1	32	17.0	$(X^2) = 110.78$; D.F. = 1; P<.001
1. Family pressure (wishes)	134	43.6	61	32.4	$(X^2) = 5.67$; D.F. = 1; P<.02
8. Long holidays.	95	30.9	62	33.0	$(X^2) = 0.14$; D.F. = 1; N.S. (0.7095)
6. Examination results.	71	23.1	84	44.7	$(X^2) = 24.19$; D.F. = 1; P<.001
5. The Job security.	26	8.5	38	20.2	$(X^2) = 13.26$; D.F. = 1; P<.001
2. Directed by School Administration.	17	5.5	18	9.6	$(X^2) = 2.31$; D.F. = 1; N.S. (0.1285)
9. Change in career.	20	6.5	9	4.8	$(X^2) = 0.36$; D.F. = 1; N.S. (0.5505)
4. Salary	10	3.3	18	9.6	$(X^2) = 7.58$; D.F. = 1; P<.01

Appendix 8.4

Table 1 Probationary Year: Answers, by Main Subjects (Variable 3)

Items, ranked in order	Academic (n = 113)		Industrial (n =194)		Commercial (n = 90)		Agricultural (n = 98)		Results
	No.	%	No.	%	No.	%	No.	%	
6. The period was only considered a formality and therefore it needs improvements	87	77.0	150	77.3	61	67.8	75	76.5	(X^2)= 3.42 D.F. = 3 N.S. (0.3311)
4. There is a need for follow up from teacher training establishments.	42	37.2	100	51.5	40	44.4	52	53.1	(X^2)= 7.66 D.F. = 3 P<.05
5. There was difficulty getting books, materials, equipments.	41	36.3	91	46.9	37	41.1	28	28.6	(X^2)= 9.90 D.F. = 3 P<.02
7. The Year should be part of the training courses, contributing to be award of the degree.	12	10.6	43	22.2	12	13.3	18	18.4	(X^2)= 7.84 D.F. = 3 P<.05
2. There was enough help within the school.	16	14.2	23	11.9	17	18.9	8	8.2	(X^2)= 5.17 D.F. = 3 N.S. (0.1599)
1. In general the arrangements for this Year were satisfactory.	8	7.1	21	10.8	13	14.4	12	12.2	(X^2)= 3.04 D.F. = 3 N.S. (0.3849)
3. There was enough help from supervisory staff.	9	8.0	14	7.2	8	8.9	10	10.2	(X^2)= 0.83 D.F. = 3 N.S. (0.8434)

Appendix 8.4

Table 2 Probationary Year: Answers, by Qualification (Variable 4)

Items, ranked in order	No degree (n = 188) No.	%	Bachelor degree (n = 307) No.	%	Results
6. The period was only considered a formality and therefor it needs improvements.	143	76.1	230	74.9	$(X^2) = 0.03$ D.F. = 1 N.S. (0.8575)
4. There is a need for follow up from teacher training establishments.	97	51.6	137	44.6	$(X^2) = 2.00$ D.F. = 1 N.S. (0.1571)
5. There was difficulty getting books, materials, equipment.	80	42.6	117	38.1	$(X^2) = 0.78$ D.F. = 1 N.S. (0.3759)
7. The Year should be part of the teacher training courses,contribu-ting to be award of the degree.	34	18.1	51	16.6	$(X^2) = 0.09$ D.F. = 1 N.S. (0.7650)
2. There was enough help within the school.	19	10.1	45	14.7	$(X^2) = 1.76$ D.F. = 1 N.S. (0.1846)
1. In general the arrangements for this Year were satisfactory.	23	12.2	31	10.1	$(X^2) = 0.35$ D.F. = 1 N.S. (0.5542)
3. There was enough help from supervisory staff.	13	6.9	28	9.1	$(X^2) = 0.48$ D.F. = 1 N.S. (0.4864)

Appendix 8.4

Table 3 Probationary Year: Answers, by Length of Teaching Experience (Variable 4)

Items, ranked in order	Less than10 years (n = 307) No.	%	10 years & over (n = 188) No.	%	Results
6. The period was only considered a formality and therefore it needs improvements.	240	78.2	133	70.7	(X^2)= 3.08 D.F. = 1 N.S. (0.0793)
4. There is a need for follow up from teacher training establishments.	145	47.2	89	47.3	(X^2)= 0.00 D.F. = 1 N.S. (1.0000)
5. There was difficulty getting books, materials, equipment.	138	45.0	59	31.4	(X^2) = 8.40 D.F. = 1 P<.01
7. The Year should be part of the teacher training courses, contrib-uting to be award of the degree.	58	18.9	27	14.4	(X^2) = 1.38 D.F. = 1 N.S. (0.2402)
2. There was enough help within the school.	39	12.7	25	13.3	(X^2)= 0.00 D.F. = 1 N.S. (0.9575)
1. In general the arrangements for this Year were satisfactory.	26	8.5	28	14.9	(X^2)= 4.31 D.F. = 1 P<.04
3. There was enough help from supervisors staff.	20	6.5	21	11.2	(X^2) = 2.74 D.F. = 1 N.S. (0.0977)

Appendix 8.5

Crosstabulation of Probationary Question by Group 1 and Group 2

Item Statement	Group 1 (n=495) %	Group 2 (n=42) %	Results
4. There is a need for follow-up by teacher-training establishments.	47.3	54.8	$(\chi^2) = 0.60$ D.F. = 1 N.S. (0.4401)
6. The period was only considered a formality and therefore needs improvements.	75.4	73.3	$(\chi^2) = 0.00$ D.F. = 1 N.S. (0.9710)
7. The year should be part of the teacher training course, contributing to the award of the degree.	17.2	45.2	$(\chi^2) = 17.77$ D.F. = 1 P<.01

Appendix 9.1

Crosstabulation of Question by Five Independent Variables of Respondents

Question	Responses / Rubric	Yes No.	Yes %	No No.	No %	Total No.	Total %	Results	Key
Have you attended any in-service courses since becoming a teacher/ instructor?	1	78	65.0	42	35.0	120	100	X^2 = 15.86841	1 = Nineveh
	2	130	51.8	121	48.2	251	100	D.F.= 2	2 = Baghdad
	3	49	39.5	75	60.5	124	100	P<.001	3 = Thi Qar
	Total & %	257	51.9	238	48.1	495	100		(Variable No.1 - Location)
	1	151	53.5	131	46.5	282	100	X^2 =0.55166	1 = Males
	2	106	46.5	107	50.2	213	100	D.F.=1	2 = Females
	Total & %	257	51.9	238	48.1	495	100	N.S. (0.4576)	(Variable No.2 - Sex)
	1	61	54.0	52	46.0	113	100	X^2 = 21.64460	1 = Academic Teachers
	2	77	39.7	117	60.3	194	100	D.F.= 3	2 = Industrial Teachers & Instructors
	3	56	62.2	34	37.8	90	100	P<.001	3 = Commercial Teachers
	4	63	64.3	35	35.7	98	100		4 = Agricultural Teachers &
	Total & %	257	51.9	238	48.1	495	100		Instructors (Variable No.3 - Main Subject)
	1	98	52.1	90	47.9	188	100	X^2 = 0.0000	1 = Less than Bachelor Degree
	2	159	51.8	148	48.2	307	100	D.F.= 1	2 = Bachelor Degree
	Total & %	257	51.9	238	48.1	495	100	N.S. (1.0000)	(Variable No.4 - Qualifications)
	1	126	41.0	181	59.0	307	100	X^2 = 37.16959	1 = Less than 10 years
	2	131	69.7	57	30.3	188	100	D.F.= 1	2 = 10 years and over
	Total & %	257	51.9	238	48.1	495	100	P<.001	(Variable No.5 - Length of Teaching Experience.

Appendix 9.2

Crosstabulation of Question by Five Independent Variables of Respondents

Question	Responses Rubric	Yes No.	Yes %	To some extent No.	To some extent %	No No.	No %	Total No.	Total %	Results	Key
Did the course achieve its objectives?	1	20	25.6	50	64.1	8	10.3	78	100	X^2 = 16.31824	1 = Nineveh
	2	36	27.7	76	58.5	18	13.8	130	100	D.F.= 4	2 = Baghdad
	3	6	12.2	26	53.1	17	34.7	49	100	P<.01	3 = Thi Qar
	Total & %	62	24.1	152	59.1	43	16.7	257	100		(Variable No.1 - Location)
	1	39	25.8	81	53.6	31	20.5	151	100	X^2 = 5.47062	1 = Males
	2	23	62.9	71	67.0	12	11.3	106	100	D.F.=2	2 = Females
	Total & %	62	24.1	152	59.1	43	16.7	257	100	N.S. (0.6490)	(Variable No.2 - Sex)
	1	14	23.0	36	59.0	11	18.0	61	100	X^2 = 5.307740	1 = Academic Teachers
	2	14	18.2	48	62.3	15	19.5	77	100	D.F.= 6	2 = Industrial Teachers & Instructors
	3	19	33.9	31	55.4	6	10.7	56	100	N.S. (0.5050)	3 = Commercial Teachers
	4	15	23.8	37	58.7	11	17.5	63	100		4 = Agricultural Teachers & Instructors
	Total & %	62	24.1	152	53.1	43	16.7	257	100		(Variable No.3 - Main Subject)
	1	20	20.4	59	60.2	19	19.4	98	100	X^2 = 1.60493	1 = Less than Bachelor Degree
	2	42	26.4	93	58.5	24	15.1	159	100	D.F.= 2	2 = Bachelor Degree
	Total & %	62	24.1	152	59.1	43	16.7	257	100	N.S. (0/4482)	(Variable No.4 - Qualifications)
	1	23	18.3	81	64.3	22	17.5	126	100	X^2 = 4.71469	1 = Less than 10 years
	2	39	29.8	71	54.2	21	16.0	131	100	D.F.= 2	2 = 10 years and over
	Total & %	62	24.1	152	59.1	43	16.7	257	100	N.S. (0.0947)	(Variable No.5 - Length of Teaching Experience)

Appendix 9.3

Crosstabulation of Question by Five Independent Variables of Respondents

Question	Responses Rubric	Yes No.	Yes %	No No.	No %	Total No.	Total %	Results	Key
Was there any follow-up after the course?	1	15	19.2	63	80.8	78	100	X^2 = 0.3508	1 = Nineveh
	2	25	19.2	105	80.8	130	100	D.F.= 2	2 = Baghdad
	3	10	20.4	39	79.6	49	100	N.S. (0.9826)	3 = Thi Qar
	Total & %	50	19.5	207	80.5	257	100		(Variable No.1 - Location)
	1	33	21.9	118	78.1	151	100	X^2 = 0.99908	1 = Males
	2	17	16.0	89	84.0	106	100	D.F.=1	2 = Females
	Total & %	50	19.5	207	80.5	257	100	N.S. (0.3175)	(Variable No.2 - Sex)
	1	6	9.8	55	90.2	61	100	X^2 = 4.95526	1 = Academic Teachers
	2	16	20.8	61	79.2	77	100	D.F.= 3	2 = Industrial Teachers & Instructors
	3	13	23.2	43	76.8	56	100	N.S. (0.1751)	3 = Commercial Teachers
	4	15	23.3	48	76.2	63	100		4 = Agricultural Teachers & Instructors
	Total & %	50	19.5	207	80.5	257	100		(Variable No.3 - Main Subject)
	1	25	25.5	73	74.5	98	100	X^2 = 3.10779	1 = Less than Bachelor Degree
	2	25	15.7	134	84.3	159	100	D.F.= 1	2 = Bachelor Degree
	Total & %	50	19.5	207	80.5	257	100	N.S. (0.0779)	(Variable No.4 - Qualifications)
	1	31	24.6	95	75.4	126	100	X^2 = 3.56079	1 = Less than 10 years
	2	19	14.5	112	85.5	131	100	D.F.= 1	2 = 10 years and over
	Total & %	50	19.5	207	80.5	257	100	N.S. (0.0592)	(Variable No.5 -Length of Teaching Experience.

Appendix 9.4

Crosstabulation of Question by Five Independent Variables of Respondents

Question	Responses / Rubric	Yes No.	%	To some extent No.	%	No No.	%	Total No.	%	Results	Key
Did you use information or methods learnt on the course in your school job?	1	30	38.5	32	41.0	16	20.5	78	100	X^2 = 5.47634 D.F.= 4 N.S. (0.2418)	1 = Nineveh 2 = Baghdad 3 = Thi Qar (Variable No.1 - Location)
	2	36	27.7	76	58.5	18	13.8	130	100		
	3	13	26.5	20	17.4	16	32.7	49	100		
	Total & %	86	33.5	115	44.1	56	21.8	257	100		
	1	56	37.1	64	42.4	31	20.5	151	100	X^2 =2.5972 D.F.=2 N.S. (0.3396)	1 = Males 2 = Females (Variable No.2 - Sex)
	2	30	28.3	51	48.1	25	23.6	106	100		
	Total & %	86	33.5	115	44.1	56	21.8	257	100		
	1	16	26.2	34	55.7	11	18.0	61	100	X^2 = 12.81782 D.F.= 6 P<.05	1 = Academic Teachers 2 = Industrial Teachers & Instructors 3 = Commercial Teachers 4 = Agricultural Teachers & Instructors (Variable No.3 - Main Subject)
	2	24	31.2	31	40.3	22	28.6	77	100		
	3	28	50.0	20	35.7	8	14.3	56	100		
	4	18	28.6	30	47.6	15	23.8	63	100		
	Total & %	86	33.5	115	44.7	56	21.8	257	100		
	1	30	30.6	38	38.8	30	30.6	98	100	X^2 = 7.30522 D.F.= 2 P<.03	1 = Less than Bachelor Degree 2 = Bachelor Degree (Variable No.4 - Qualifications)
	2	56	35.2	77	48.4	26	16.4	159	100		
	Total & %	86	33.5	115	44.7	56	21.8	257	100		
	1	39	31.0	62	49.2	25	19.8	126	100	X^2 = 1.9987 D.F.= 2 N.S. (0.3688)	1 = Less than 10 years 2 = 10 years and over (Variable No.5 - Length of Teaching Experience)
	2	49	35.9	53	40.5	31	23.7	131	100		
	Total & %	86	33.5	115	44.7	56	21.8	257	100		

Appendix 10.1

Table 1 Crosstabulation of Question by Location of Respondents

Question	Responses	Nineveh No.	Nineveh %	Baghdad No.	Baghdad %	Thi-Qar No.	Thi-Qar %	Results
Would like to go on other INSET course?	Yes	67	55.8	177	70.0	113	91.1	X^2 = 47.2
	No	16	13.3	31	12.4	4	3.2	D.F= 6
	Undecided	36	30.0	39	15.5	4	3.2	P<.001
	Blank	1	0.8	4	1.6	3	2.4	
	Tota & %	120	100.0	251	100.0	124	100.0	

Table 2 Crosstabulation of Question by Sex of Respondents

Question	Responses	Male No.	Male %	Female No.	Female %	Results
Would you like to go on other INSET course?	Yes	215	76.2	142	66.7	X^2 = 7.7
	No	21	7.4	30	14.1	D.F= 3
	Undecided	41	14.5	38	17.8	N.S (0.0586)
	Blank	5	1.8	3	1.4	
	Tota & %	282	100.0	213	100.0	

Table 3 Crosstabulation of Question by Main Subjects of Respondents

Question	Responses	Academic No.	Academic %	Industrial No.	Industrial %	Commercial No.	Commercial %	Agricultural No.	Agricultural %	Results
Would you like to go on other INSET course?	Yes	65	57.5	163	84.0	53	58.9	76	77.6	X^2 = 41.5
	No	20	17.7	8	4.1	15	16.7	8	8.2	D.F= 9
	Undecided	24	21.2	20	10.3	22	24.4	13	13.3	P<.001
	Blank	4	3.5	3	1.5	-	-	1	1.0	
	Tota & %	113	100.0	194	100.0	90	100.0	98	100.0	

Appendix 10.1

Table 4 Crosstabulation of Question by Qualification of Respondents

Question	Responses	Less than degree No.	%	Bachelor degree No.	%	Results
Would you like to go on other INSET course?	Yes	161	85.6	196	63.8	X^2 = 27.7
	No	10	5.3	41	13.4	D.F= 3
	Undecided	16	8.5	63	20.5	P<.001
	Blank	1	0.5	7	2.3	
	Tota & %	188	100.0	307	100.0	

Appendix 10.1

Table 5 Crosstabulation of Question by Length of Teaching Experience of Respondents

Question	Responses	Less than 10 years No.	%	10 years and over No.	%	Results
Would you like to go on other INSET course?	Yes	237	77.2	120	63.8	X^2 = 12.5
	No	22	7.2	29	15.4	D.F.= 3
	Undecided	43	14.0	36	19.1	P<.01
	Blank	5	1.6	3	1.6	
	Tota & %	307	100.0	188	100.0	

Appendix 10.2

Table 1 Crosstabulation of Questions by Location of Respondents (Group 1 =436)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	49.5	18.4	14.6	17.5	100.0	X^2 = 15.21247	34.3	1	Response Rubric
		2	44.4	11.6	9.7	34.3	100.0	D.F.= 6	59.8	1	1 = Nineveh area
		3	50.4	13.7	15.4	20.5	100.0	P<.02	37.8	1	(n = 103)
	2. In one school for a group of schools, in an area	1	3.9	37.9	18.4	39.8	100.0	X^2 = 21.09532	18.2	3	2 = Baghdad area
		2	0.9	26.9	10.2	62.0	100.0	D.F.= 6	24.0	5	(n = 216)
		3	6.0	34.2	11.1	48.7	100.0	P<.01	19.0	3	3 = Thi-Qar area
											(n = 117)
	3. At a university, college or institute	1	30.1	15.5	29.1	25.2	100.0	X^2 = 12.02295	25.8	2	
		2	34.7	14.8	15.7	34.7	100.0	D.F.= 6	53.8	2	Numbers are
		3	29.1	16.2	28.2	26.5	100.0	N.S. (0.0615)	28.8	2	expressed as
	4. At IAVD in Baghdad	1	8.7	13.6	10.7	67.0	100.0	X^2 = 11.18288	11.0	4	percentages
		2	11.1	18.5	9.3	61.1	100.0	D.F.= 6	28.7	3	
		3	10.3	21.4	18.8	49.6	100.0	N.S. (0.0829)	18.0	4	
	5. At some other technical institution in Iraq	1	7.8	8.7	9.7	73.8	100.0	X^2 = 11.9869	8.7	5	
		2	10.6	15.3	13.4	60.6	100.0	D.F.= 6	27.3	4	
		3	4.3	10.3	18.8	66.7	100.0	N.S. (0.0623)	10.2	5	
13. When would you like the course be?	1. During summer vacation	1	12.6	6.8	8.7	71.8	100.0	X^2 = 8.94943	10.0	4	
		2	11.1	3.2	7.4	78.2	100.0	D.F.= 6	17.0	4	
		3	18.8	1.7	5.1	74.4	100.0	N.S. (0.1764)	12.7	5	
	2. During spring vacation	1	10.7	3.9	3.9	81.6	100.0	X^2 = 19.51564	7.5	5	
		2	6.5	6.5	3.2	83.8	100.0	D.F.= 6	12.8	5	
		3	11.1	13.7	9.4	65.8	100.0	P<.01	13.7	4	
	3. During term-time by day	1	35.0	10.7	15.5	38.8	100.0	X^2 = 15.72445	24.3	2	
		2	34.7	34.7	17.8	15.7	100.0	D.F.= 6	55.0	2	
		3	29.1	16.2	28.2	26.5	100.0	P<.02	21.0	3	
	4. During term-time evening	1	2.9	4.9	1.9	90.3	100.0	X^2 = 5.47574	3.5	6	
		2	3.2	5.1	3.2	88.4	100.0	D.F.= 6	8.3	6	
		3	4.3	2.6	6.8	86.3	100.0	N.S. (0.4844)	4.8	6	
	5. In early September	1	35.9	40.8	10.7	12.6	100.0	X^2 = 22.45565	34.3	1	
		2	36.1	37.0	6.0	20.8	100.0	D.F.= 6	67.8	1	
		3	36.8	28.2	21.4	13.7	100.0	P<.001	36.7	1	
	6. In late June school	1	4.9	26.2	36.9	30.1	100.0	X^2 = 17.09511	18.5	3	
		2	2.3	26.9	29.6	41.2	100.0	D.F.= 6	30.8	3	
		3	3.4	42.7	30.8	23.1	100.0	P<.02	25.0	2	

Table 1 (cont.)

14. What length would you like such to be?	1. Less than 1 week	1	6.8	1.9	5.8	85.4	100.0	X^2 = 6.17699	5.2	4	
		2	6.5	5.6	3.2	84.7	100.0	D.F.= 6	12.2	4	
		3	2.6	6.0	5.1	86.3	100.0	N.S. (0.4037)	4.8	4	
	2. 1 week to less than 1 month	1	45.6	27.2	8.7	18.4	100.0	X^2 = 53.23200	34.3	1	
		2	44.4	13.4	5.6	36.6	100.0	D.F.= 6	59.7	1	
		3	37.6	22.2	25.6	14.5	100.0	P<.001	35.7	2	
	3. 1 to 3 months	1	35.9	36.9	5.8	21.4	100.0	X^2 = 43.9783	32.2	2	
		2	37.5	23.1	4.6	34.7	100.0	D.F.= 6	58.8	2	
		3	47.0	38.5	10.3	4.3	100.0	P<.001	44.5	1	
	4. More than 3 months	1	7.8	8.7	18.4	65.0	100.0	X^2 = 73.12836	10.2	3	
		2	5.1	11.1	9.3	74.5	100.0	D.F.= 6	16.8	3	
		3	12.0	23.9	35.9	28.2	100.0	P<.001	23.3	2	
15. what subject (s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	38.8	6.8	1.9	52.4	100.0	X^2 = 6.99995	22.7	1	
		2	44.9	6.0	2.3	46.8	100.0	D.F.= 6	53.7	1	
		3	42.7	9.4	6.0	41.9	100.0	N.S. (0.3209)	29.8	1	
	2. Pedagogy-methods of teaching	1	22.3	23.3	10.7	43.7	100.0	X^2 = 10.13022	21.3	2	
		2	19.9	27.8	17.6	34.7	100.0	D.F.= 6	47.8	2	
		3	25.6	26.5	21.4	26.5	100.0	N.S. (0.1193)	29.5	2	
	3. Examination, tests: methods, techniques	1	5.8	16.5	10.7	67.0	100.0	X^2 = 7.42847	10.5	5	
		2	1.4	13.0	10.2	75.0	100.0	D.F.= 6	14.5	5	
		3	2.6	11.1	12.8	73.5	100.0	N.S. (0.2830)	15.0	4	
	4. Classroom management: pupil behaviour, discipline	1	7.8	15.5	22.3	54.4	100.0	X^2 = 7.84582	13.2	3	
		2	10.6	12.5	20.4	56.5	100.0	D.F.= 6	27.8	3	
		3	6.0	7.7	17.9	68.4	100.0	N.S. (0.2496)	10.0	6	
	5. Educational technol- -ogy - new teaching aids	1	10.7	9.7	3.9	75.7	100.0	X^2 = 8.69008	9.5	6	
		2	7.4	10.2	12.0	70.4	100.0	D.F.= 6	19.7	4	
		3	7.7	15.4	8.5	68.4	100.0	N.S. (0.1918)	12.2	5	
	6. Timetabling techniques	1	-	1.0	7.8	91.3	100.0	X^2 = 7.00875	1.7	11	
		2	0.5	1.9	3.7	94.0	100.0	D.F.= 6	3.2	8	
		3	-	0.9	1.7	97.4	100.0	N.S. (0.3200)	0.7	11	
	7. Curriculum planning	1	1.0	2.9	7.8	88.3	100.0	X^2 = 7.71308	2.8	9	
		2	-	5.6	4.2	90.3	100.0	D.F.= 6	5.5	7	
		3	0.9	2.6	2.6	94.0	100.0	N.S. (0.2599)	2.0	9	
	8. Educational psychology	1	1.9	6.8	2.9	88.3	100.0	X^2 = 7.08637	3.8	8	
		2	2.3	7.9	6.9	82.9	100.0	D.F.= 6	10.7	6	
		3	2.6	4.3	11.1	82.1	100.0	N.S. (0.3129)	5.3	7	
	9. Educational	1	1.0	-	1.9	97.1	100.0	X^2 = 8.18787	0.8	12	

Table 1 (cont.)

	sociology	2	-	-	1.9	98.1	100.0	D.F.= 6	0.7	11	
		3	-	0.9	-	99.1	100.0	N.S. (0.2247)	0.3	12	
	10. Educational guidance	1	1.0	1.9	5.8	91.3	100.0	X^2 = 4.92467	2.2	10	
	and counselling	2	0.9	1.4	1.9	95.8	100.0	D.F.= 6	2.7	9	
		3	-	1.7	4.3	94.0	100.0	N.S. (0.5535)	1.5	10	
	11. Vocational (job)	1	3.9	2.9	5.8	87.4	100.0	X^2 = 17.64485	4.0	7	
	guidance and	2	-	1.9	1.9	96.3	100.0	D.F.= 6	2.0	10	
	counselling	3	0.9	4.3	0.8	94.0	100.0	P<.01	2.3	8	
	12. New developments in	1	8.7	12.6	14.6	64.1	100.0	X^2 = 2.35806	11.3	4	
	industry/commerce/	2	12.5	12.0	15.7	59.7	100.0	D.F.= 6	27.8	3	
	agriculture	3	12.8	14.5	12.0	60.7	100.0	N.S. (0.8840)	15.5	3	
16 What methods or teaching styles do you think would be best for such a course(s)?	1. Lectures	1	14.6	4.9	8.7	71.8	100.0	X^2 = 8.96122	10.7	6	
		2	21.3	3.2	15.7	59.7	100.0	D.F.= 6	41.7	3	
		3	17.9	1.7	10.3	70.1	100.0	N.S. (0.1758)	13.2	4	
	2. Workshops and study	1	12.6	9.7	5.8	71.8	100.0	X^2 = 25.70087	10.8	5	
	groups on various	2	2.3	4.2	1.9	91.7	100.0	D.F.= 6	6.2	7	
	subjects	3	5.1	8.5	6.0	80.3	100.0	P<.001	7.5	6	
	3. Demonstration lessons	1	24.3	19.4	15.5	40.8	100.0	X^2 = 5.98895	21.8	2	
		2	28.2	21.3	14.4	36.1	100.0	D.F.= 6	51.0	1	
		3	36.8	17.9	16.2	29.1	100.0	N.S. (0.4244)	31.7	1	
	4. Discussions	1	12.6	19.4	18.4	49.5	100.0	X^2 = 25.43230	16.3	3	
		2	19.9	20.4	6.0	53.7	100.0	D.F.= 6	38.3	4	
		3	19.7	25.6	20.5	34.2	100.0	P<.001	25.5	2	
	5. Visits to industry/	1	25.2	26.2	13.6	35.0	100.0	X^2 = 6.12580	24.3	1	
	commercial/ farms	2	22.7	20.8	3.4	43.1	100.0	D.F.= 6	44.3	2	
		3	15.4	27.4	16.2	41.0	100.0	N.S. (0.4092)	22.8	3	
	6. Visits to other	1	6.8	19.4	17.5	56.3	100.0	X^2 = 6.09731	13.2	4	
	schools (to exchange	2	6.5	21.3	17.1	55.1	100.0	D.F.= 6	28.5	5	
	experience)	3	3.4	13.7	23.9	59.0	100.0	N.S. (0.4124)	12.0	5	
	7. Opportunity to do own	1	4.9	-	16.5	78.6	100.0	X^2 = 23.57617	5.3	7	
	study, research	2	3.7	6.5	21.8	68.1	100.0	D.F.= 6	16.5	6	
		3	1.7	5.1	6.0	87.2	100.0	P<.001	4.2	7	
17. How do you think a teacher's profit from courses	1. By a written examina-	1	16.5	11.7	20.4	51.5	100.0	X^2 = 11.54250	16.0	3	
	-tion at the end of	2	14.4	10.6	11.6	63.4	100.0	D.F.= 6	27.3	4	
	course	3	21.4	10.3	20.5	47.9	100.0	N.S. (0.0730)	20.5	3	
	2. By practical test at	1	41.7	18.4	7.8	32.0	100.0	X^2 = 14.55670	29.2	1	
	the end of the course	2	28.2	18.5	9.7	43.5	100.0	D.F.= 6	47.3	3	
		3	29.1	29.1	12.0	29.9	100.0	P<.03	30.7	2	

Table 1 (cont.)

should be evaluated?	3. By an essay or report of research, at the end of the course	1	22.3	40.8	16.5	20.4	100.0	X^2 = 30.41625 D.F.= 6 P<.001	28.3	2	
		2	25.0	26.4	18.5	30.1	100.0		52.7	2	
		3	32.5	28.2	30.8	8.5	100.0		36.0	1	
	4. By an oral test at the end of the course	1	7.8	12.6	15.5	64.1	100.0	X^2 = 12.11164 D.F.= 6 N.S.(0.0595)	11.0	5	
		2	5.6	17.1	10.2	67.1	100.0		22.0	5	
		3	5.1	23.1	19.7	52.1	100.0		15.8	5	
	5. By no evaluation, just the course record of attendance	1	12.6	14.6	22.3	50.5	100.0	X^2 = 51.21788 D.F.= 6 P<.001	15.3	4	
		2	27.8	19.9	24.1	28.2	100.0		53.0	1	
		3	12.0	9.4	12.0	66.7	100.0		13.0	4	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	11.7	9.7	8.7	69.9	100.0	X^2 = 21.67586 D.F.= 6 P<.01	10.8	4	
		2	14.4	2.3	4.2	79.2	100.0		18.7	4	
		3	11.1	3.4	-	85.5	100.0		7.8	4	
	2. To gain promotion	1	7.8	5.8	1.9	84.5	100.0	X^2 = 10.18211 D.F.= 6 N.S.(0.1172)	6.3	6	
		2	4.6	4.6	6.5	84.3	100.0		10.7	6	
		3	2.6	3.4	1.7	92.3	100.0		3.7	6	
	3. To enable teaching staff to take up different duties	1	12.6	5.8	20.4	61.2	100.0	X^2 = 6.36757 D.F.= 6 N.S.(0.3833)	12.0	3	
		2	13.9	12.0	22.2	51.9	100.0		31.7	3	
		3	12.8	7.7	17.1	62.4	100.0		13.8	3	
	4. To update teachers' knowledge of their own teaching subject	1	54.4	23.3	1.9	20.4	100.0	X^2 = 11.35636 D.F.= 6 N.S.(0.0780)	36.3	1	
		2	53.2	24.5	10.2	12.0	100.0		78.8	1	
		3	59.8	19.7	6.8	13.7	100.0		44.0	1	
	5. To update and improve skills and teaching methods	1	6.8	30.1	15.5	47.6	100.0	X^2 = 19.65735 D.F.= 6 P<.01	16.5	2	
		2	8.8	43.1	21.8	26.4	100.0		48.3	2	
		3	12.0	43.6	21.4	23.1	100.0		28.2	2	
	6. For the personal satisfaction of teachers/instructors	1	1.9	6.8	4.9	86.4	100.0	X^2 = 3.86308 D.F.= 6 N.S.(0.6952)	4.2	8	
		2	2.3	2.8	6.0	88.9	100.0		6.7	7	
		3	0.9	4.3	6.0	88.9	100.0		3.3	5	
	7. To meet vocational teachers/instructors from other schools	1	3.9	12.6	22.3	61.2	100.0	X^2 = 21.6 D.F.= 6 P<.01	10.2	5	
		2	2.3	8.8	18.1	70.8	100.0		15.3	5	
		3	0.9	17.1	34.2	47.9	100.0		13.8	3	
	8. To have a break (relief) from teaching	1	2.9	4.9	17.5	74.8	100.0	X^2 = 18.8 D.F.= 6 P<.01	6.2	7	
		2	1.9	0.9	7.4	89.8	100.0		5.3	8	
		3	-	0.9	9.4	89.7	100.0		2.2	7	

Appendix 10.2

Table 2 Crosstabulation of Questions by Sex of Respondents (Group 1 =436)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	43.0	13.3	13.3	30.5	100.0	X^2 = 6.38722 D.F.= 3 N.S. (0.0942)	75.0	1	Response Rubric 1 = Male (n= 256) 2 = Female (n= 180) Numbers are expressed as percentages
		2	53.3	14.4	11.1	21.1	100.0		60.0	1	
	2. In one school for a group of schools, in an area	1	3.5	26.2	13.3	57.0	100.0	X^2 = 8.13511 D.F.= 3 P<.05	32.5	4	
		2	2.2	38.9	11.1	47.8	100.0		28.7	3	
	3. At a university, college or institute	1	34.4	17.6	21.1	27.0	100.0	X^2 = 5.59511 D.F.= 3 N.S. (0.1331)	68.0	2	
		2	28.9	12.2	23.9	35.0	100.0		40.5	2	
	4. At IAVD in Baghdad	1	9.4	20.7	11.7	58.2	100.0	X^2 = 3.07055 D.F.= 3 N.S. (0.3809)	34.7	3	
		2	11.7	14.4	12.8	61.1	100.0		23.0	4	
	5. At some other technical institution in Iraq	1	9.8	14.1	16.8	59.4	100.0	X^2 = 10.01356 D.F.= 3 P<.02	31.7	5	
		2	6.1	10.0	10.0	73.9	100.0		14.5	5	
13. When would you like the course be?	1. During summer vacation	1	16.0	3.9	7.4	72.7	100.0	X^2 = 3.75870 D.F.= 3 N.S. (0.2887)	27.0	4	
		2	10.0	3.3	6.7	80.0	100.0		13.0	4	
	2. During spring vacation	1	11.3	8.2	5.9	74.6	100.0	X^2 = 6.95989 D.F.= 3 N.S. (0.0732)	20.8	5	
		2	5.0	7.2	3.9	83.9	100.0		10.0	5	
	3. During term-time by day	1	30.9	9.8	13.3	46.1	100.0	X^2 = 14.24656 D.F.= 3 P<.01	53.5	2	
		2	46.1	3.3	11.1	39.4	100.0		46.8	2	
	4. During term-time evening	1	4.3	5.1	3.5	87.1	100.0	X^2 = 2.39442 D.F.= 3 N.S. (0.4947)	11.3	6	
		2	2.2	3.3	4.4	90.0	100.0		5.3	6	
	5. In early September	1	37.1	32.4	13.7	16.8	100.0	X^2 = 5.11533 D.F.= 3 N.S. (0.1635)	81.0	1	
		2	35.0	40.0	7.8	17.2	100.0		57.8	1	
	6. In late June school	1	3.1	32.0	29.7	35.2	100.0	X^2 = 1.22484 D.F.= 3 N.S. (0.7471)	44.0	3	
		2	3.3	30.6	34.4	31.7	100.0		31.7	3	

Table 2 (cont.)

14. What length would you like such to be?	1. Less than 1 week	1	4.7	3.5	3.1	88.7	100.0	X^2 = 5.90937 W.S. (0.1161)	10.3	4	
		2	6.7	6.7	6.1	80.6	100.0	D.F.= 3	11.8	4	
	2. 1 week to less than 1 month	1	40.2	19.5	14.8	25.4	100.0	X^2 = 6.57593 D.F.= 3 W.S. (0.0867)	74.5	2	
		2	46.7	18.3	7.2	27.8	100.0		55.2	1	
	3. 1 to 3 months	1	43.8	34.8	2.3	19.1	100.0	X^2 = 27.13680 D.F.= 3 P<.001	86.7	1	
		2	33.9	24.4	12.2	29.4	100.0		48.8	2	
	4. More than 3 months	1	8.2	14.8	25.4	51.6	100.0	X^2 = 23.27912 D.F.= 3 P<.001	34.0	3	
		2	6.7	12.8	8.9	71.7	100.0		16.3	3	
15. what subject(s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	38.3	8.2	1.6	52.0	100.0	X^2 = 12.89505 D.F.= 3 P<.01	56.7	2	
		2	49.4	5.6	5.6	39.4	100.0		49.5	1	
	2. Pedagogy-methods of teaching	1	25.4	25.0	19.9	29.7	100.0	X^2 = 11.20520 D.F.= 3 P<.02	62.3	1	
		2	17.9	28.3	12.8	41.7	100.0		36.3	2	
	3. Examination, tests: methods, techniques	1	2.7	12.9	10.2	74.2	100.0	X^2 = 0.62959 D.F.= 3 W.S. (0.8896)	18.8	6	
		2	2.8	13.9	12.2	71.1	100.0		14.5	5	
	4. Classroom management: pupil behaviour, discipline	1	5.9	7.4	15.6	71.1	100.0	X^2 = 37.62667 D.F.= 3 P<.001	20.5	5	
		2	12.8	18.3	26.7	42.2	100.0		30.5	3	
	5. Educational technol- -ogy - new teaching aids	1	10.5	13.7	8.2	67.6	100.0	X^2 = 8.28467 D.F.= 3 P<.05	28.7	4	
		2	5.0	8.3	10.6	76.1	100.0		12.7	6	
	6. Timetabling techniques	1	0.4	1.2	3.9	94.5	100.0	X^2 = 0.96992 D.F.= 3 W.S. (0.8085)	31.7	10	
		2	-	1.7	4.4	93.9	100.0		2.3	10	
	7. Curriculum planning	1	0.8	5.1	3.9	90.2	100.0	X^2 = 3.41151 D.F.= 3 W.S. (0.3324)	7.0	8	
		2	-	2.8	5.6	91.7	100.0		3.3	9	
	8. Educational psychology	1	2.0	5.9	8.6	83.6	100.0	X^2 = 2.82702 D.F.= 3 W.S. (0.4191)	11.2	7	
		2	2.8	7.8	5.0	84.4	100.0		8.7	7	
	9. Educational	1	0.4	0.4	2.0	97.3	100.0	X^2 = 2.95742	1.7	12	

Table 2 (cont.)

	sociology	2	-	-	0.6	99.4	100.0	D.F.= 3	0.2	12	
								N.S. (0.3982)			
	10. Educational guidance	1	-	1.6	2.7	95.7	100.0	X^2 = 5.30801	2.5	11	
	and counselling	2	1.7	1.7	4.4	92.2	100.0	D.F.= 3	3.8	8	
							100.0	N.S. (0.1506)			
	11. Vocational (job)	1	1.6	3.1	3.5	91.8	100.0	X^2 = 3.87962	6.2	9	
	guidance and	2	0.1	2.2	1.1	96.1	100.0	D.F.= 3	2.2	11	
	counselling							N.S. (0.2748)			
	12. New developments in	1	4.8	15.6	17.2	52.3	100.0	X^2 = 19.83114	33.0	3	
	industry/commerce/	2	7.2	8.9	10.6	73.3	100.0	D.F.= 3	15.0	4	
	agriculture							P<.001			
16 What	1. Lectures	1	18.0	4.3	11.3	66.4	100.0	X^2 = 3.42497	31.5	4	
methods or		2	20.0	1.7	14.4	63.9	100.0	D.F.= 3	23.3	5	
teaching								N.S. (0.3306)			
styles do											
you think	2. Workshops and study	1	7.0	8.2	3.9	80.9	100.0	X^2 = 5.57373	17.7	6	
would be	groups on various	2	3.3	4.4	3.9	88.3	100.0	D.F.= 3	6.8	7	
best for	subjects							N.S. (0.1343)			
such a											
course(s)?	3. Demonstration lessons	1	32.0	18.8	14.5	34.8	100.0	X^2 = 1.94862	63.2	1	
		2	26.1	21.7	16.1	36.1	100.0	D.F.= 3	41.3	1	
								N.S. (0.5831)			
	4. Discussions	1	16.4	19.9	13.7	50.0	100.0	X^2 = 2.93790	43.7	2	
		2	20.6	23.9	11.7	43.9	100.0	D.F.= 3	36.3	2	
								N.S. (0.4013)			
	5. Visits to industry/	1	22.3	28.9	16.8	32.0	100.0	X^2 = 19.99260	60.3	3	
	commercial/ farms	2	20.0	16.7	10.6	52.7	100.0	D.F.= 3	31.2	3	
								P<.001			
	6. Visits to other	1	2.7	14.5	18.8	64.1	100.0	X^2 = 22.42358	23.8	5	
	schools (to exchange	2	10.0	25.0	19.4	45.6	100.0	D.F.= 3	29.8	4	
	experience)							P<.001			
	7. Opportunity to do own	1	4.3	3.9	15.6	76.2	100.0	X^2 = 2.13378	15.5	7	
	study, research	2	2.2	5.6	17.2	75.0	100.0	D.F.= 3	10.5	6	
								N.S. (0.5451)			
17. How do	1. By a written examina-	1	17.2	11.7	15.6	55.5	100.0	X^2 = 0.75155	38.7	4	
you think	-tion at the end of	2	16.1	9.4	16.7	57.8	100.0	D.F.= 3	25.2	4	
a	course							N.S. (0.8610)			
teacher's											
profit	2. By practical test at	1	37.5	23.0	9.0	30.5	100.0	X^2 = 15.50582	71.5	1	
from	the end of the course	2	23.3	18.9	11.1	46.7	100.0	D.F.= 3	35.7	3	
courses								P<.01			

Table 2 (Cont.)

should be evaluated ?	3. By an essay or report of research, at the end of the course	1	26.2	28.9	24.6	20.3	100.0	X^2 = 4.33900 D.F.= 3 N.S. (0.2271)	68.7	2	
		2	26.7	32.2	16.7	24.4	100.0		48.3	1	
	4. By an oral test at the end of the course	1	6.3	17.6	14.5	61.7	100.0	X^2 = 0.22674 D.F.= 3 N.S. (0.9732)	29.2	5	
		2	5.6	17.8	13.3	58.1	100.0		19.7	5	
	5. By no evaluation, just the course record of attendance	1	14.1	14.5	21.1	50.4	100.0	X^2 = 17.80049 D.F.= 3 P<.001	39.3	3	
		2	28.3	17.8	19.4	34.4	100.0		42.0	2	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	10.9	5.1	4.3	79.7	100.0	X^2 = 2.61744 D.F.= 3 N.S. (0.4544)	20.2	5	
		2	15.6	3.3	3.9	77.2	100.0		17.2	4	
	2. To gain promotion	1	5.5	4.7	3.9	85.9	100.0	X^2 = 0.65562 D.F.= 3 N.S. (0.8836)	12.7	6	
		2	3.9	4.4	4.4	87.2	100.0		7.5	7	
	3. To enable teaching staff to take up different duties	1	13.3	7.0	19.5	60.2	100.0	X^2 = 5.11735 D.F.= 3 N.S. (0.1634)	31.3	3	
		2	13.3	12.8	21.7	52.2	100.0		26.2	3	
	4. To update teachers' knowledge of their own teaching subject	1	59.0	20.3	7.0	13.7	100.0	X^2 = 3.74366 D.F.= 3 N.S. (0.2905)	95.8	1	
		2	50.0	26.7	7.8	15.6	100.0		63.3	1	
	5. To update and improve skills and teaching methods	1	6.6	41.0	22.3	30.1	100.0	X^2 = 5.82696 D.F.= 3 N.S. (0.1203)	53.0	2	
		2	12.8	38.9	17.2	31.1	100.0		40.0	2	
	6. For the personal satisfaction of teachers/instructors	1	1.6	5.5	3.9	89.1	100.0	X^2 = 6.60195 D.F.= 3 N.S. (0.0857)	8.3	7	
		2	2.2	2.2	8.3	87.2	100.0		5.8	8	
	7. To meet vocational teachers/instructors from other schools	1	2.7	13.7	24.2	59.4	100.0	X^2 = 3.18978 D.F.= 3 N.S. (0.3633)	25.5	4	
		2	1.7	9.4	22.2	55.9	100.0		13.8	5	
	8. To have a break (relief) from teaching	1	2.0	1.9	9.0	87.1	100.0	X^2 = 1.64204 D.F.= 3 N.S. (0.6499)	8.0	8	
		2	1.1	1.7	12.2	85.0	100.0		13.7	6	

Appendix 10.2

Table 3 Crosstabulation of Questions by Main Subjects of Respondents (Group 1 =436)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority		Key
12. Where would you think the course should be held?	1. In every vocational school	1	53.9	16.9	5.6	23.6	100.0	X^2 = 21.62386	31.5	1		Response Rubric
		2	43.2	10.9	20.2	25.7	100.0	D.F.= 9	52.3	1		1 = Academic
		3	53.3	14.7	5.3	26.5	100.0	P<.02	24.3	1		Teachers
		4	43.8	15.7	9.0	31.5	100.0		25.5	1		(n = 89)
	2. In one school for a group of schools, in an area	1	3.4	39.3	21.3	36.0	100.0	X^2 = 25.9906	16.3	3		2 = Industrial
		2	2.7	31.1	10.4	55.7	100.0	D.F.= 9	24.7	3		Teachers &
		3	6.7	33.3	8.3	8.0	100.0	P<.01	11.8	3		Instructors
		4	-	22.5	11.2	66.3	100.0		8.3	5		(n = 183)
	3. At a university, college or institute	1	30.3	18.0	22.5	29.2	100.0	X^2 = 16.89146	22.2	2		3 = Commercial
		2	37.2	14.2	24.0	24.6	100.0	D.F.= 9	50.0	2		Teachers
		3	21.3	17.3	29.3	32.0	100.0	N.S. (0.0504)	16.0	2		(n = 75)
		4	32.6	13.5	12.4	41.6	100.0		20.3	2		4 = Agricultural
	4. At IAVD in Baghdad	1	10.1	14.6	10.1	65.2	100.0	X^2 = 27.23966	10.3	4		Teachers &
		2	6.0	26.2	15.3	52.5	100.0	D.F.= 9	26.2	5		Instructors
		3	18.7	13.3	10.3	57.3	100.0	P<.01	11.7	4		(n = 89)
		4	12.4	9.0	9.0	69.7	100.0		9.5	4		
	5. At some other technical institution in Iraq	1	2.2	3.4	10.1	84.3	100.0	X^2 = 30.37324	3.5	5		
		2	10.9	13.1	17.5	58.5	100.0	D.F.= 9	23.3	4		
		3	5.3	10.7	16.0	68.0	100.0	P<.001	6.7	5		Numbers are
		4	11.2	21.3	9.0	58.4	100.0		12.7	3		expressed as
13. When would you like the course be?	1. During summer vacation	1	22.5	3.4	6.7	67.4	100.0	X^2 = 12.20823	12.0	4		percentages
		2	11.5	2.7	6.0	79.8	100.0	D.F.= 9	14.0	5		
		3	13.3	2.7	8.0	76.0	100.0	N.S. (0.2018)	6.7	4		
		4	9.0	6.7	9.0	75.3	100.0		7.3	4		
	2. During spring vacation	1	4.5	7.9	2.2	85.4	100.0	X^2 = 7.66046	4.7	6		
		2	9.8	8.2	6.6	75.4	100.0	D.F.= 9	16.0	4		
		3	9.3	10.7	4.0	76.0	100.0	N.S. (0.5687)	6.7	4		
		4	10.1	4.5	5.6	79.8	100.0		6.7	5		
	3. During term-time by day	1	29.2	6.7	13.5	50.6	100.0	X^2 = 17.08539	17.0	2		
		2	43.7	7.7	15.8	32.8	100.0	D.F.= 9	49.5	2		
		3	36.0	6.7	6.7	50.7	100.0	P<.05	16.0	2		
		4	32.6	6.7	9.0	51.7	100.0		17.8	2		
	4. During term-time evening	1	7.9	5.6	3.4	83.1	100.0	X^2 = 18.11230	6.2	5		
		2	2.2	4.4	3.8	89.6	100.0	D.F.= 9	5.8	6		

Table 3 (cont.)

		3	2.7	5.3	9.3	82.7	100.0	P<.04	3.5	5	
		4	2.2	2.2	-	95.5	100.0		1.7	6	
	5. In early September	1	37.1	32.6	12.4	18.0	100.0	X^2 = 9.76600	28.0	1	
		2	33.3	40.4	10.9	15.3	100.0	D.F.= 9	58.5	1	
		3	37.3	30.7	17.3	14.7	100.0	N.S. (0.3698)	23.8	1	
		4	40.4	32.6	5.6	21.3	100.0		28.5	1	
	6. In late June	1	4.5	28.1	32.6	34.8	100.0	X^2 = 10.82037	15.2	3	
	school	2	2.2	30.1	37.7	30.1	100.0	D.F.= 9	31.8	3	
		3	1.3	36.0	25.3	37.3	100.0	N.S. (0.2882)	12.3	3	
		4	5.6	33.7	23.6	37.1	100.0		16.0	3	
14. What length would you like such to be?	1. Less than 1 week	1	3.4	6.7	6.7	83.1	100.0	X^2 = 35.19179	4.5	4	
		2	1.1	2.7	2.2	94.0	100.0	D.F.= 9	3.3	4	
		3	13.3	8.0	9.3	69.3	100.0	P<.001	8.2	3	
		4	10.1	4.5	2.2	83.1	100.0		6.2	4	
	2. 1 week to less than 1 month	1	55.1	13.5	10.1	21.3	100.0	X^2 = 37.29080	30.0	1	
		2	36.1	22.4	17.5	24.0	100.0	D.F.= 9	52.0	2	
		3	57.3	21.3	2.7	18.7	100.0	P<.001	27.2	1	
		4	32.6	15.7	9.0	42.7	100.0		20.5	2	
	3. 1 to 3 months	1	34.8	34.8	5.6	24.7	100.0	X^2 = 44.42453	26.7	2	
		2	47.5	32.2	4.4	15.8	100.0	D.F.= 9	64.5	1	
		3	21.3	36.0	17.3	25.3	100.0	P<.001	19.2	2	
		4	43.8	18.0	2.2	36.0	100.0		25.2	1	
	4. More than 3 months	1	5.6	12.4	16.9	65.2	100.0	X^2 = 25.47379	8.7	3	
		2	9.8	19.7	22.4	48.1	100.0	D.F.= 9	27.8	3	
		3	4.0	2.7	17.3	76.0	100.0	P<.01	4.3	4	
		4	7.9	13.5	13.5	65.2	100.0		9.5	3	
15. On what subject(s) would you wish to attend a course?	1. Teaching subjects- more curriculum knowledge	1	47.2	5.6	3.4	43.8	100.0	X^2 = 17.61736	23.2	1	
		2	39.9	9.3	3.3	47.5	100.0	D.F.= 9	43.2	1	
		3	57.4	4.0	5.3	33.3	100.0	P<.04	23.2	1	
		4	32.6	6.7	1.1	59.6	100.0		16.7	2	
	2. Pedagogy-methods of teaching	1	19.1	36.0	11.2	33.7	100.0	X^2 = 16.02078	20.8	2	
		2	20.8	26.2	21.9	31.1	100.0	D.F.= 9	41.7	2	
		3	21.3	22.7	10.7	45.3	100.0	N.S. (0.0664)	15.0	2	
		4	28.1	20.2	18.0	33.7	100.0		21.2	1	
	3. Examination, tests: methods, techniques	1	7.9	12.4	16.9	62.9	100.0	X^2 = 26.67224	9.7	4	
		2	1.6	8.7	11.5	78.1	100.0	D.F.= 9	10.3	6	
		3	-	22.7	8.0	69.3	100.0	P<.01	6.7	5	
		4	2.2	15.7	6.7	75.3	100.0		6.7	6	
	4. Classroom management:	1	16.9	12.4	28.1	42.7	100.0	X^2 = 26.35567	15.3	3	

Table 3 (Cont.)

	pupil behaviour,	2	7.1	12.0	14.8	66.1	100.0	D.F.= 9	18.3	5	
	discipline	3	2.7	17.3	24.0	56.0	100.0	P<.01	8.3	3	
		4	9.0	6.7	20.2	64.0	100.0		9.0	4	
5.	Educational technol-	1	5.6	11.2	4.5	78.7	100.0	X^2 = 24.19637	6.5	5	
	-ogy - new teaching	2	10.9	15.3	12.0	61.7	100.0	D.F.= 9	23.0	4	
	aids	3	2.7	5.3	14.7	77.3	100.0	P<.01	4.2	7	
		4	10.1	9.0	3.4	77.5	100.0		7.7	5	
6.	Timetabling	1	-	1.1	4.5	94.4	100.0	X^2 = 6.44139	1.0	10	
	techniques	2	-	0.5	3.8	95.6	100.0	D.F.= 9	1.5	11	
		3	-	2.7	4.0	93.3	100.0	N.S. (0.6951)	1.2	10	
		4	1.1	2.2	4.5	92.1	100.0		1.8	10	
7.	Curriculum planning	1	1.1	7.9	10.1	80.9	100.0	X^2 = 19.82304	4.3	6	
		2	0.5	7.9	1.6	96.2	100.0	D.F.= 9	2.0	10	
		3	-	4.0	6.7	89.3	100.0	P<.02	1.8	9	
		4	-	5.6	3.4	91.0	100.0		2.2	9	
8.	Educational	1	1.1	6.7	7.9	84.3	100.0	X^2 = 7.13753	3.7	7	
	psychology	2	1.1	4.9	7.1	86.9	100.0	D.F.= 9	9.8	7	
		3	8.0	8.0	8.0	80.0	100.0	N.S. (0.6228)	4.5	6	
		4	4.5	9.0	5.6	80.9	100.0		5.5	7	
9.	Educational	1	-	-	2.2	97.8	100.0	X^2 = 7.21431	0.3	11	
	sociology	2	-	-	0.5	98.9	100.0	D.F.= 9	0.5	12	
		3	-	-	1.3	98.7	100.0	N.S. (0.6148)	0.2	12	
		4	1.1	-	2.2	96.6	100.0		0.8	11	
10.	Educational guidance	1	1.1	1.1	2.2	95.5	100.0	X^2 = 9.31866	1.2	9	
	and counselling	2	-	1.6	4.9	93.4	100.0	D.F.= 9	2.5	9	
		3	2.7	2.7	2.7	92.0	100.0	N.S. (0.4084)	2.0	8	
		4	-	1.1	2.2	96.6	100.0		0.7	12	
11.	Vocational (job)	1	-	-	-	100.0	100.0	X^2 = 12.09276	-	-	
	guidance and	2	1.6	3.3	3.8	91.3	100.0	D.F.= 9	4.7	8	
	counselling	3	1.3	1.3	1.3	96.0	100.0	N.S. (0.2081)	1.0	11	
		4	1.1	5.6	3.4	89.9	100.0		2.7	8	
12.	New developments in	1	-	4.5	6.7	88.8	100.0	X^2 = 57.38078	2.3	8	
	industry/commerce/	2	17.5	15.3	14.2	53.0	100.0	D.F.= 9	29.7	3	
	agriculture	3	9.3	8.0	12.0	70.7	100.0	P<.001	7.0	4	
		4	13.5	20.2	24.7	41.6	100.0		15.7	3	
16 What methods or teaching styles do you think would be	1. Lectures	1	25.8	7.9	6.7	88.8	100.0	X^2 = 32.20535	17.0	3	
		2	15.3	1.6	21.3	44.9	100.0	D.F.= 9	18.5	5	
		3	26.7	1.3	10.7	61.3	100.0	P<.001	11.7	4	
		4	12.4	3.4	7.9	76.4	100.0		7.7	5	
	2. Workshops and study	1	4.5	4.5	6.7	84.3	100.0	X^2 = 20.90112	4.3	6	
	groups on various	2	4.4	11.5	4.9	79.2	100.0	D.F.= 9	12.5	7	

Table 3 (Cont.)

best for	subjects	3	8.0	4.0	2.7	85.3	100.0	P<.02	4.3	6	
		4	6.7	1.1	-	92.1	100.0		3.3	7	
such a											
course(s)?	3. Demonstration lessons	1	22.5	27.0	12.4	38.2	100.0	X^2 = 9.67242	19.8	2	
		2	32.2	16.9	17.5	33.3	100.0	D.F.= 3	45.2	2	
		3	25.3	22.7	12.0	40.0	100.0	N.S. (0.3776)	16.7	2	
		4	34.8	16.9	15.7	32.6	100.0		22.8	2	
	4. Discussions	1	25.8	29.2	12.4	32.6	100.0	X^2 = 44.05011	22.0	1	
		2	17.5	15.3	17.5	49.7	100.0	D.F.= 9	30.7	3	
		3	18.7	37.3	9.3	34.7	100.0	P<.001	17.5	1	
		4	11.2	13.5	6.7	68.5	100.0		10.0	4	
	5. Visits to industry/ commercial/ farms	1	7.9	5.6	6.7	79.8	100.0	X^2 = 96.81978	6.2	5	
		2	24.6	31.7	14.2	29.5	100.0	D.F.= 9	46.2	1	
		3	16.0	14.7	20.0	49.3	100.0	P<.001	12.2	3	
		4	32.6	33.7	16.9	16.9	100.0		27.0	1	
	6. Visits to other schools (to exchange experience)	1	10.1	24.7	23.6	41.6	100.0	X^2 = 14.42468	15.3	4	
		2	4.9	15.5	17.5	62.3	100.0	D.F.= 9	19.2	4	
		3	6.7	17.3	17.3	58.7	100.0	N.S. (0.1080)	9.0	5	
		4	2.2	21.1	19.1	57.3	100.0		10.2	3	
	7. Opportunity to do own study, research	1	5.6	-	11.2	83.1	100.0	X^2 = 26.06900	4.1	7	
		2	4.4	5.5	13.7	76.5	100.0	D.F.= 9	11.5	6	
		3	1.3	1.3	17.3	80.0	100.0	P<.01	3.0	7	
		4	1.1	10.1	25.8	62.9	100.0		7.3	6	
17. How do you think a teacher's profit from courses should be evaluated ?	1. By a written examination at the end of course	1	18.0	13.5	18.0	50.6	100.0	X^2 = 5.83984	14.7	3	
		2	16.4	10.9	12.0	60.7	100.0	D.F.= 9	25.3	4	
		3	17.3	8.0	20.0	54.7	100.0	N.S. (0.7558)	11.0	3	
		4	15.5	10.1	19.1	55.1	100.0		12.8	3	
	2. By practical test at the end of the course	1	12.4	13.5	6.7	67.0	100.0	X^2 =103.27907	10.5	5	
		2	42.1	29.0	13.1	15.8	100.0	D.F.= 9	60.2	1	
		3	13.3	14.7	8.0	64.0	100.0	P<.001	9.7	4	
		4	44.9	19.1	7.9	28.1	100.0		26.8	1	
	3. By an essay or report of research, at the end of the course	1	33.7	29.2	16.9	20.2	100.0	X^2 = 21.71799	26.2	1	
		2	20.8	28.4	30.1	20.8	100.0	D.F.= 9	45.5	2	
		3	32.0	25.3	18.7	24.0	100.0	P<.01	20.7	1	
		4	25.8	39.3	10.1	24.7	100.0		24.7	2	
	4. By an oral test at the end of the course	1	9.0	18.0	18.0	55.1	100.0	X^2 = 13.67079	12.0	4	
		2	5.5	17.5	16.9	60.1	100.0	D.F.= 9	20.8	5	
		3	4.0	24.0	9.3	62.7	100.0	N.S. (0.1345)	8.7	5	
		4	5.6	12.4	7.9	74.2	100.0		7.3	4	
	5. By no evaluation, just the course record of attendance	1	27.0	22.5	19.1	31.5	100.0	X^2 = 39.27628	21.5	2	
		2	15.8	12.6	18.6	53.0	100.0	D.F.= 9	27.8	3	
		3	36.0	16.0	13.3	34.7	100.0	P<.001	19.2	2	

Table 3 (Cont.)

		4	7.9	15.7	31.5	44.9	100.0		12.8	3	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	22.5	5.6	5.6	66.3	100.0	X^2 = 17.20606 D.F.= 9 P<.05	12.5	3	
		2	7.7	3.8	4.4	84.2	100.0		10.7	5	
		3	17.7	6.7	1.3	77.3	100.0		7.3	4	
		4	12.4	2.2	4.5	80.9	100.0		6.8	5	
	2. To gain promotion	1	5.6	3.4	2.2	88.8	100.0	X^2 = 3.93391 D.F.= 9 W.S.(0.9157)	3.8	6	
		2	4.4	3.8	4.9	86.9	100.0		7.8	6	
		3	5.3	8.0	4.0	82.7	100.0		4.5	6	
		4	4.5	4.5	4.5	86.5	100.0		4.0	6	
	3. To enable teaching staff to take up different duties	1	10.1	11.2	23.6	55.1	100.0	X^2 = 5.97515 D.F.= 9 W.S.(0.7424)	11.3	4	
		2	13.1	10.4	18.0	58.5	100.0		23.8	3	
		3	16.0	5.3	17.3	61.3	100.0		9.5	3	
		4	14.6	9.0	24.7	51.7	100.0		12.8	3	
	4. To update teachers' knowledge of their own teaching subject	1	48.3	23.6	9.0	19.1	100.0	X^2 = 17.08700 D.F.= 9 P<.05	29.8	1	
		2	63.9	20.8	5.5	9.8	100.0		72.8	1	
		3	44.0	22.7	9.3	24.0	100.0		23.3	1	
		4	53.9	27.0	7.9	11.2	100.0		33.2	1	
	5. To update and improve skills and teaching methods	1	10.1	40.4	20.2	29.2	100.0	X^2 = 10.14334 D.F.= 9 W.S.(0.3390)	19.5	2	
		2	8.2	42.6	24.0	25.1	100.0		40.8	2	
		3	12.0	40.0	12.0	36.0	100.0		16.0	2	
		4	7.9	34.8	19.1	38.2	100.0		16.7	2	
	6. For the personal satisfaction of teachers/instructors	1	1.1	2.2	9.0	87.6	100.0	X^2 = 19.01487 D.F.= 9 P<.03	2.5	7	
		2	0.5	3.8	4.9	90.7	100.0		4.3	7	
		3	6.7	2.7	6.7	84.0	100.0		4.0	7	
		4	1.1	7.9	3.4	87.6	100.0		3.3	7	
	7. To meet vocational teachers/instructors from other schools	1	2.2	11.2	20.2	66.3	100.0	X^2 = 5.83421 D.F.= 9 W.S.(0.7564)	7.3	5	
		2	2.2	13.1	25.1	59.6	100.0		17.7	4	
		3	-	10.7	26.7	62.7	100.0		6.0	5	
		4	4.5	11.2	20.2	64.0	100.0		8.3	4	
	8. To have a break (relief) from teaching	1	1.1	1.1	6.7	91.0	100.0	X^2 = 13.47599 D.F.= 9 W.S.(0.1422)	1.8	8	
		2	1.1	1.1	9.3	88.5	100.0		4.5	8	
		3	4.0	2.7	18.7	74.7	100.0		4.5	6	
		4	1.1	3.4	9.0	86.5	100.0		2.8	8	

Appendix 10.2

Table 4 Crosstabulation of Questions by Qualifications of Respondents (Group 1 =436)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	49.2	11.3	18.1	21.5	100.0	X^2 = 12.329538 D.F.= 3 P<.01	55.5	1	Response Rubric 1 = Less than Bachelor Degree (n = 177) 2 = Bachelor Degree (n = 259) Numbers are expressed as percentages
		2	45.9	15.4	8.5	30.1	100.0		76.5	1	
	2. In one school for a group of schools, in an area	1	1.7	33.3	10.7	54.2	100.0	X^2 = 2.71560 D.F.= 3 N.S. (0.4376)	24.3	4	
		2	3.9	30.1	13.5	52.5	100.0		36.8	3	
	3. At a university, college or institute	1	32.2	11.9	21.5	34.5	100.0	X^2 = 4.18698 D.F.= 3 N.S. (0.2420)	41.8	2	
		2	32.0	17.8	22.8	27.4	100.0		66.7	2	
	4. At IAVD in Baghdad	1	10.2	20.3	13.6	55.9	100.0	X^2 = 1.90408 D.F.= 3 N.S. (0.5926)	25.0	3	
		2	10.4	16.6	11.2	61.8	100.0		32.7	4	
	5. At some other technical institution in Iraq	1	6.8	16.9	14.1	62.1	100.0	X^2 = 6.27477 D.F.= 3 N.S. (0.0990)	20.2	5	
		2	9.3	9.3	13.9	67.6	100.0		26.0	5	
13. When would you like the course be?	1. During summer vacation	1	9.6	2.8	6.2	81.4	100.0	X^2 = 5.57682 D.F.= 3 N.S. (0.1341)	12.0	5	
		2	16.2	4.2	7.7	71.8	100.0		28.0	4	
	2. During spring vacation	1	10.2	6.8	4.5	78.5	100.0	X^2 = 1.28277 D.F.= 3 N.S. (0.7332)	14.3	4	
		2	7.7	8.5	5.4	78.4	100.0		19.7	5	
	3. During term-time by day	1	42.4	7.3	14.1	36.2	100.0	X^2 = 6.48689 D.F.= 3 N.S. (0.0902)	46.0	2	
		2	33.6	6.9	11.2	48.3	100.0		54.3	2	
	4. During term-time evening	1	2.3	3.4	2.8	91.5	100.0	X^2 = 3.07982 D.F.= 3 N.S. (0.3795)	4.8	6	
		2	4.2	5.0	4.6	86.1	100.0		11.8	6	
	5. In early September	1	35.0	39.0	9.0	16.9	100.0	X^2 = 2.39011 D.F.= 3 N.S. (0.4955)	56.7	1	
		2	37.1	33.2	12.7	17.0	100.0		82.2	1	
	6. In late June school	1	2.8	32.2	36.7	28.2	100.0	X^2 = 5.25916 D.F.= 3	32.3	3	
		2	3.5	30.9	28.2	37.5	100.0		43.3	3	

Table 4 (Cont.)

							W.S. (0.1538)				
14. What length would you like such to be?	1. Less than 1 week	1	2.8	2.8	1.1	93.2	100.0	X^2 = 15.64394 D.F.= 3 P<.01	4.5	4	
		2	7.3	6.2	6.6	79.9	100.0		17.7	4	
	2. 1 week to less than 1 month	1	32.2	18.1	16.9	32.8	100.0	X^2 = 19.71914 D.F.= 3 P<.001	44.2	2	
		2	50.2	19.7	8.1	22.0	100.0		85.5	1	
	3. 1 to 3 months	1	50.8	26.0	2.8	20.3	100.0	X^2 = 18.55147 D.F.= 3 P<.001	61.2	1	
		2	32.0	33.6	8.9	25.5	100.0		74.3	2	
	4. More than 3 months	1	9.6	22.6	16.4	51.4	100.0	X^2 = 21.73799 D.F.= 3 P<.001	26.7	3	
		2	6.2	8.1	20.1	65.6	100.0		23.7	3	
15. what subject(s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	35.6	10.7	3.4	50.3	100.0	X^2 = 10.01054 D.F.= 3 P<.02	38.8	2	
		2	47.9	4.6	3.1	44.4	100.0		67.3	1	
	2. Pedagogy-methods of teaching	1	27.7	23.2	22.6	26.6	100.0	X^2 = 16.68233 D.F.= 3 P<.001	44.8	1	
		2	18.1	28.6	13.1	40.2	100.0		53.8	2	
	3. Examination, tests: methods, techniques	1	1.1	9.0	7.3	82.5	100.0	X^2 = 14.28074 D.F.= 3 P<.01	8.5	6	
		2	3.9	16.2	13.5	66.4	100.0		24.8	5	
	4. Classroom management: pupil behaviour, discipline	1	9.6	9.6	18.6	62.1	100.0	X^2 = 2.41201 D.F.= 3 N.S. (0.4914)	19.7	5	
		2	8.1	13.5	21.2	57.1	100.0		31.3	3	
	5. Educational technol- -ogy - new teaching aids	1	10.7	13.6	7.9	67.8	100.0	X^2 = 4.32865 D.F.= 3 N.S. (0.2281)	19.8	4	
		2	6.6	10.0	10.0	73.4	100.0		21.5	6	
	6. Timetabling techniques	1	-	-	2.8	97.2	100.0	X^2 = 6.27773 D.F.= 3 N.S. (0.0989)	0.8	11	
		2	0.4	2.3	5.0	92.3	100.0		4.7	9	
	7. Curriculum planning	1	-	2.3	0.6	97.2	100.0	X^2 = 15.71778 D.F.= 3 P<.01	1.5	9	
		2	0.8	5.4	7.3	86.5	100.0		8.8	8	
	8. Educational psychology	1	1.7	8.5	6.8	83.1	100.0	X^2 = 2.02880 D.F.= 3 N.S. (0.5664)	8.5	6	
		2	2.7	5.4	7.3	84.6	100.0		11.3	7	

Table 4 (Cont.)

	9. Educational	1	0.6	0.6	0.6	98.3	100.0	X^2 = 4.35185	1.0	10	
	sociology	2	-	-	1.9	98.1	100.0	D.F.= 3	0.8	12	
								N.S. (0.2259)			
	10. Educational guidance	1	-	1.7	6.2	92.1	100.0	X^2 = 8.88070	2.8	8	
	and counselling	2	1.2	1.5	1.5	95.8	100.0	D.F.= 3	3.5	10	
							100.0	P<.04			
	11. Vocational (job)	1	2.3	5.6	3.4	88.7	100.0	X^2 = 13.95261	6.3	7	
	guidance and	2	0.4	0.8	1.9	96.9	100.0	D.F.= 3	1.6	11	
	counselling							P<.01			
	12. New developments in	1	13.6	15.3	17.5	53.7	100.0	X^2 = 6.79645	26.2	3	
	industry/commerce/	2	10.4	11.2	12.4	66.0	100.0	D.F.= 3	28.5	4	
	agriculture							N.S. (0.0787)			
16 What	1. Lectures	1	13.6	2.3	11.9	72.3	100.0	X^2 = 7.53718	16.8	5	
methods or		2	22.4	3.9	13.1	60.6	100.0	D.F.= 3	51.7	3	
teaching								N.S. (0.0566)			
styles do											
you think	2. Workshops and study	1	4.0	6.8	3.4	85.9	100.0	X^2 = 1.63798	8.5	7	
would be	groups on various	2	6.6	6.6	4.2	82.6	100.0	D.F.= 3	16.0	6	
best for	subjects							N.S. (0.6508)			
such a											
course(s)?	3. Demonstration lessons	1	34.5	15.8	19.2	30.5	100.0	X^2 = 10.16420	45.5	2	
		2	26.3	22.8	12.4	38.6	100.0	D.F.= 3	59.0	1	
								P<.02			
	4. Discussions	1	15.3	15.3	14.1	55.4	100.0	X^2 = 11.13179	26.7	3	
		2	20.1	25.9	12.0	42.1	100.0	D.F.= 3	53.5	2	
								P<.02			
	5. Visits to industry/	1	27.7	22.2	15.3	34.9	100.0	X^2 = 32.75045	48.0	1	
	commercial/ farms	2	17.0	18.1	13.5	51.4	100.0	D.F.= 3	43.5	4	
								P<.001			
	6. Visits to other	1	5.6	18.6	17.5	58.2	100.0	X^2 = 0.53622	21.2	4	
	schools (to exchange	2	5.8	18.9	20.1	55.2	100.0	D.F.= 3	23.8	5	
	experience)							N.S. (0.9109)			
	7. Opportunity to do own	1	2.8	6.8	14.1	76.3	100.0	X^2 = 4.31773	10.7	6	
	study, research	2	2.9	3.1	17.8	75.3	100.0	D.F.= 3	15.3	7	
								N.S. (0.2291)			
17. How do	1. By a written examina-	1	14.1	11.9	13.0	61.0	100.0	X^2 = 4.39919	23.3	4	
you think	tion at the end of	2	18.5	10.0	18.1	53.3	100.0	D.F.= 3	40.5	4	
a	course							N.S. (0.2215)			
teacher's											
profit	2. By practical test at	1	48.0	26.6	9.0	16.4	100.0	X^2 = 63.84675	60.8	1	
from	the end of the course	2	20.5	17.8	10.4	51.4	100.0	D.F.= 3	46.3	3	

Table 4 (Cont.)

courses should be evaluated ?	3. By an essay or report of research, at the end of the course	1	21.5	28.8	26.6	23.2	100.0	X^2 = 6.91942 D.F.= 3 N.S. (0.0745)	43.8	2	
		2	29.7	31.3	17.8	21.2	100.0		73.2	1	
	4. By an oral test at the end of the course	1	4.5	16.9	18.6	59.9	100.0	X^2 = 6.03602 D.F.= 3 N.S. (0.1099)	19.5	5	
		2	6.9	18.1	10.8	64.1	100.0		29.3	5	
	5. By no evaluation, just the course record of attendance	1	12.4	13.0	22.6	52.0	100.0	X^2 = 15.20190 D.F.= 3 P<.01	28.3	3	
		2	25.1	17.8	18.9	38.2	100.0		56.0	2	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	7.9	3.4	4.0	84.7	100.0	X^2 = 7.70917 D.F.= 3 N.S. (0.0524)	10.2	5	
		2	16.2	5.0	4.2	74.5	100.0		27.2	4	
	2. To gain promotion	1	5.6	5.1	4.0	85.3	100.0	X^2 = 0.65820 D.F.= 3 N.S. (0.8830)	9.2	6	
		2	4.2	4.2	4.2	87.3	100.0		11.0	6	
	3. To enable teaching staff to take up different duties	1	11.3	9.0	23.7	55.9	100.0	X^2 = 2.59307 D.F.= 3 N.S. (0.4587)	22.3	3	
		2	14.7	9.7	18.1	57.5	100.0		35.2	3	
	4. To update teachers' knowledge of their own teaching subject	1	58.8	23.7	6.8	10.7	100.0	X^2 = 3.70847 D.F.= 3 N.S. (0.2947)	68.0	1	
		2	52.9	22.4	7.7	17.0	100.0		91.2	1	
	5. To update and improve skills and teaching methods	1	11.3	39.0	20.9	28.8	100.0	X^2 = 1.92165 D.F.= 3 N.S. (0.5888)	39.2	2	
		2	7.7	40.9	19.7	31.7	100.0		53.8	2	
	6. For the personal satisfaction of teachers/instructors	1	1.1	2.8	4.0	92.1	100.0	X^2 = 4.16232 D.F.= 3 N.S. (0.2445)	3.8	8	
		2	2.3	5.0	6.9	85.7	100.0		10.3	7	
	7. To meet vocational teachers/instructors from other schools	1	4.0	14.1	26.0	55.9	100.0	X^2 = 7.63782 D.F.= 3 N.S. (0.0541)	19.5	4	
		2	1.2	10.4	21.6	66.8	100.0		19.8	5	
	8. To have a break (relief) from teaching	1	1.1	2.3	7.3	89.3	100.0	X^2 = 3.58727 D.F.= 3 N.S. (0.3096)	4.5	7	
		2	1.9	1.5	12.4	84.2	100.0		9.2	8	

Appendix 10.2

Table 5 Crosstabulation of Questions by Length of Teaching Experience of Respondents (Group 1 =436)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	48.2	12.6	13.6	24.6	100.0	X^2 = 2.19721	86.5	1	Response Rubric
		2	45.5	14.1	10.3	30.1	100.0	D.F.= 3	45.5	1	1 = Less than 10 years (n = 280)
								N.S. (0.5325)			
	2. In one school for a group of schools, in an area	1	2.6	33.6	11.1	51.8	100.0	X^2 = 3.45307	41.5	3	
		2	1.9	27.6	14.7	55.8	100.0	D.F.= 3	19.7	4	2 = 10 years and over (n = 156)
								N.S. (0.3269)			
	3. At a university, college or institute	1	30.7	14.6	26.4	28.2	100.0	X^2 = 7.98822	69.0	2	
		2	34.6	16.7	14.7	34.0	100.0	D.F.= 3	39.5	2	
								P<.05			Numbers are expressed as percentages
	4. At IAVD in Baghdad	1	10.4	19.3	11.1	59.3	100.0	X^2 = 1.34767	37.7	4	
		2	10.3	16.0	14.1	59.6	100.0	D.F.= 3	20.0	3	
								N.S. (0.7178)			
	5. At some other technical institution in Iraq	1	8.6	11.1	15.7	64.6	100.0	X^2 = 2.90874	29.7	5	
		2	7.7	14.7	10.9	66.7	100.0	D.F.= 3	16.5	5	
								N.S. (0.4059)			
13. When would you like the course be?	1. During summer vacation	1	12.9	3.9	6.8	76.4	100.0	X^2 = 0.57885	24.8	4	
		2	14.7	3.2	7.7	74.4	100.0	D.F.= 3	11.3	5	
								N.S. (0.9013)			
	2. During spring vacation	1	8.2	8.6	4.3	78.9	100.0	X^2 = 1.74564	21.5	5	
		2	9.6	6.4	6.4	77.6	100.0	D.F.= 3	12.5	4	
								N.S. (0.6268)			
	3. During term-time by day	1	41.8	5.0	12.9	40.4	100.0	X^2 = 11.1724	69.2	2	
		2	28.8	10.9	11.5	48.7	100.0	D.F.= 3	31.2	2	
								P<.02			
	4. During term-time evening	1	2.9	5.7	3.6	87.9	100.0	X^2 = 4.31113	11.0	6	
		2	4.5	1.9	4.5	89.1	100.0	D.F.= 3	5.7	6	
								N.S. (0.2298)			
	5. In early September	1	33.6	35.7	13.6	17.1	100.0	X^2 = 5.34509	86.7	1	
		2	41.0	35.3	7.1	16.7	100.0	D.F.= 3	52.2	1	
								N.S. (0.1482)			
	6. In late June school	1	2.5	32.5	33.2	31.8	100.0	X^2 = 2.98987	49.3	3	
		2	4.5	29.5	28.8	37.2	100.0	D.F.= 3	26.3	3	
								N.S. (0.3932)			

Table 5 (Cont.)

14. What length would you like such to be?	1. Less than 1 week	1	4.3	6.4	6.1	83.2	100.0	X^2 = 12.01485 D.F.= 3 P<.01	14.3	4	
		2	7.7	1.9	1.3	89.1	100.0		7.3	4	
	2. 1 week to less than 1 month	1	45.4	18.9	12.5	23.2	100.0	X^2 = 4.51276 D.F.= 3 N.S. (0.2112)	87.0	2	
		2	38.5	19.2	10.3	32.1	100.0		42.7	2	
	3. 1 to 3 months	1	38.6	32.1	7.5	21.8	100.0	X^2 = 3.21222 D.F.= 3 N.S. (0.3600)	87.5	1	
		2	41.7	27.6	4.5	26.3	100.0		48.0	1	
	4. More than 3 months	1	7.5	16.1	17.5	58.9	100.0	X^2 = 3.02972 D.F.= 3 N.S. (0.3871)	33.7	3	
		2	7.7	10.3	20.5	61.5	100.0		16.7	3	
15. what subject(s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	43.2	7.1	4.3	45.4	100.0	X^2 = 3.17814 D.F.= 3 N.S. (0.3650)	69.2	1	
		2	42.4	7.1	1.3	49.4	100.0		37.0	2	
	2. Pedagogy-methods of teaching	1	18.9	26.8	17.9	36.4	100.0	X^2 = 4.53215 D.F.= 3 N.S. (0.2094)	59.8	2	
		2	27.6	25.6	15.4	31.4	100.0		38.8	1	
	3. Examination, tests: methods, techniques	1	2.1	11.8	11.4	74.6	100.0	X^2 = 2.84760 D.F.= 3 N.S. (0.4157)	19.3	6	
		2	3.8	16.0	10.3	69.9	100.0		14.0	4	
	4. Classroom management: pupil behaviour, discipline	1	11.1	15.0	20.0	53.9	100.0	X^2 = 14.83328 D.F.= 3 P<.01	38.8	3	
		2	4.5	6.4	20.5	68.6	100.0		12.2	5	
	5. Educational technol- -ogy - new teaching aids	1	8.9	11.8	10.0	69.3	100.0	X^2 = 1.44073 D.F.= 3 N.S. (0.6960)	28.2	5	
		2	7.1	10.9	7.7	74.4	100.0		8.1	6	
	6. Timetabling techniques	1	-	2.1	4.6	93.2	100.0	X^2 = 5.73117 D.F.= 3 N.S. (0.1254)	4.2	10	
		2	0.6	-	3.2	96.2	100.0		1.3	11	
	7. Curriculum planning	1	0.4	1.4	2.9	95.4	100.0	X^2 = 20.86835 D.F.= 3 P<.001	3.2	11	
		2	0.6	9.0	7.7	82.7	100.0		7.2	7	
	8. Educational psychology	1	2.1	6.8	9.3	81.8	100.0	X^2 = 5.74307 D.F.= 3 N.S. (0.1248)	13.7	7	
		2	2.6	6.4	3.2	87.8	100.0		6.2	8	
	9. Educational	1	-	0.4	0.7	98.9	100.0	X^2 = 4.88956	0.6	12	

Table 5 (cont.)

	sociology	2	0.6	-	2.6	96.8	100.0	D.F.= 3	1.2	12	
								N.S. (0.1801)			
	10. Educational guidance	1	0.7	1.8	3.9	93.6	100.0	X^2 = 0.74831	4.5	9	
	and counselling	2	0.6	1.3	2.6	95.5	100.0	D.F.= 3	1.8	10	
								N.S. (0.8618)			
	11. Vocational (job)	1	0.7	3.2	2.1	93.9	100.0	X^2 = 2.34172	5.0	8	
	guidance and	2	1.9	1.9	3.2	92.9	100.0	D.F.= 3	3.3	9	
	counselling							N.S. (0.5046)			
	12. New developments in	1	11.4	12.1	12.1	64.3	100.0	X^2 = 4.60658	33.0	4	
	industry/commerce/	2	12.2	14.1	18.6	55.1	100.0	D.F.= 3	21.7	3	
	agriculture							N.S. (0.2030)			
16 What	1. Lectures	1	18.9	2.9	11.8	66.4	100.0	X^2 = 0.87252	34.7	5	
methods or		2	18.6	3.8	14.1	63.5	100.0	D.F.= 3	20.2	5	
teaching								N.S. (0.8321)			
styles do											
you think	2. Workshops and study	1	5.7	5.4	5.0	83.9	100.0	X^2 = 4.46587	15.3	6	
would be	groups on various	2	5.1	9.0	1.9	84.0	100.0	D.F.= 3	9.2	7	
best for	subjects							N.S. (0.2154)			
such a											
course(s)?	3. Demonstration lessons	1	29.3	21.1	16.1	33.6	100.0	X^2 = 1.64268	68.2	1	
		2	30.1	17.9	13.5	38.5	100.0	D.F.= 3	36.3	1	
								N.S. (0.6498)			
	4. Discussions	1	19.3	19.6	11.8	49.3	100.0	X^2 = 3.14285	50.8	3	
		2	16.0	25.0	14.7	44.2	100.0	D.F.= 3	29.3	3	
								N.S. (0.3701)			
	5. Visits to industry/	1	20.0	25.0	14.3	40.7	100.0	X^2 = 1.08575	58.0	2	
	commercial/ farms	2	23.7	21.8	14.1	40.4	100.0	D.F.= 3	33.5	2	
								N.S. (0.7805)			
	6. Visits to other	1	6.8	19.3	19.3	54.6	100.0	X^2 = 2.06951	36.5	4	
	schools (to exchange	2	3.8	17.9	18.6	59.6	100.0	D.F.= 3	21.8	4	
	experience)							N.S. (0.5581)			
	7. Opportunity to do own	1	1.8	5.7	15.7	76.8	100.0	X^2 = 8.67581	15.2	7	
	study, research	2	6.4	2.6	17.3	73.7	100.0	D.F.= 3	10.8	6	
								P<.04			
17. How do	1. By a written examiat-	1	15.7	11.4	15.7	57.1	100.0	X^2 = 0.92895	40.0	4	
you think	-ion at the end of	2	18.6	9.6	16.7	55.1	100.0	D.F.= 3	23.8	4	
a	course							N.S. (0.8184)			
teacher's											
profit	2. By practical test at	1	31.1	22.5	11.1	35.4	100.0	X^2 = 2.42655	69.7	2	
from	the end of the course	2	32.7	19.2	7.7	40.4	100.0	D.F.= 3	37.5	2	
courses								N.S. (0.4887)			
should be											

Table 5 (Cont.)

evaluated ?	3. By an essay or report of research, at the end of the course	1	26.8	30.4	20.0	22.9	100.0	χ^2 = 0.95081 D.F.= 3 M.S. (0.8132)	76.7	1	
		2	25.6	30.1	23.7	20.5	100.0		41.8	1	
	4. By an oral test at the end of the course	1	6.1	16.4	14.6	62.9	100.0	χ^2 = 0.95362 D.F.= 3 M.S. (0.8125)	30.7	5	
		2	5.8	19.9	12.8	61.5	100.0		18.2	5	
	5. By no evaluation, just the course record of attendance	1	20.4	15.7	18.9	45.0	100.0	χ^2 = 1.16853 D.F.= 3 M.S. (0.7606)	52.0	3	
		2	19.2	16.0	23.1	41.7	100.0		29.3	3	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	13.6	4.6	4.3	77.5	100.0	χ^2 = 0.65128 D.F.= 3 M.S. (0.8846)	25.3	4	
		2	11.5	3.8	3.8	80.8	100.0		12.0	5	
	2. To gain promotion	1	3.6	5.0	4.6	86.8	100.0	χ^2 = 3.32027 D.F.= 3 M.S. (0.3448)	11.8	6	
		2	7.1	3.8	3.2	85.9	100.0		8.3	6	
	3. To enable teaching staff to take up different duties	1	10.7	10.0	21.4	57.9	100.0	χ^2 = 4.76414 D.F.= 3 M.S. (0.1899)	34.3	3	
		2	17.9	8.3	18.6	55.1	100.0		23.2	3	
	4. To update teachers' knowledge of their own teaching subject	1	57.1	21.1	7.5	14.3	100.0	χ^2 = 1.72178 D.F.= 3 M.S. (0.6321)	103.2	1	
		2	51.9	26.3	7.1	14.7	100.0		56.0	1	
	5. To update and improve skills and teaching methods	1	11.1	41.1	17.9	30.0	100.0	χ^2 = 5.40362 D.F.= 3 M.S. (0.1445)	62.2	2	
		2	5.8	38.5	24.4	31.4	100.0		30.8	2	
	6. For the personal satisfaction of teachers/instructors	1	1.4	5.0	6.1	87.5	100.0	χ^2 = 2.35647 D.F.= 3 M.S. (0.5018)	9.5	7	
		2	2.6	2.6	5.1	89.7	100.0		4.7	8	
	7. To meet vocational teachers/instructors from other schools	1	2.1	11.1	25.4	61.4	100.0	χ^2 = 1.96071 D.F.= 3 M.S. (0.5806)	25.2	5	
		2	2.6	13.5	19.9	64.1	100.0		14.2	4	
	8. To have a break (relief) from teaching	1	0.7	1.8	10.7	86.8	100.0	χ^2 = 4.02617 D.F.= 3 M.S. (0.2587)	7.7	8	
		2	3.2	1.9	9.6	85.3	100.0		6.0	7	

Appendix 10.2

Table 6 Crosstabulation of Questions by INSET Experience of Respondents (Group 1 =436)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	49.5	13.2	10.9	26.4	100.0	X^2 = 1.39578	68.2	1	Response Rubric
		2	44.9	14.4	13.9	26.9	100.0	D.F.= 3	63.8	1	1 = Had INSET
								N.S. (0.7065)			course (n = 220)
	2. In one school for a group of schools, in an area	1	42.7	31.4	12.7	53.2	100.0	X^2 = 0.13885	30.7	3	2 = Had no INSET
		2	3.2	31.5	12.0	53.2	100.0	D.F.= 3	30.5	3	course (n = 216)
								N.S. (0.9868)			
	3. At a university, college or institute	1	25.9	19.5	20.9	33.6	100.0	X^2 = 12.37811	50.5	2	
		2	38.4	11.1	23.6	26.9	100.0	D.F.= 3	56.0	2	Numbers are
								P<.01			expressed as
	4. At IAVD in Baghdad	1	12.3	15.3	15.5	57.3	100.0	X^2 = 6.67337	30.3	4	*percentages*
		2	8.3	20.8	9.3	61.6	100.0	D.F.= 3	27.3	4	
								N.S. (0.0831)			
	5. At some other technical institution in Iraq	1	10.5	10.5	15.9	68.2	100.0	X^2 = 7.48686	23.2	5	
		2	6.0	14.4	17.1	62.5	100.0	D.F.= 3	23.0	5	
								N.S. (0.0579)			
13. When would you like the course be?	1. During summer vacation	1	11.8	3.2	6.8	78.2	100.0	X^2 = 1.67015	17.8	4	
		2	15.3	4.2	7.4	73.1	100.0	D.F.= 3	22.2	4	
								N.S. (0.6436)			
	2. During spring vacation	*1*	*7.7*	*7.7*	*5.0*	*79.5*	*100.0*	*X^2 = 0.57154*	*16.0*	*5*	
		2	9.7	7.9	5.1	77.3	100.0	D.F.= 3	18.0	5	
								N.S. (0.9029)			
	3. During term-time by day	1	36.4	8.6	11.4	43.6	100.0	X^2 = 1.91272	50.5	2	
		2	38.0	5.6	13.4	43.1	100.0	D.F.= 3	49.8	2	
								N.S. (0.5907)			
	4. During term-time evening	1	2.3	3.6	3.6	90.5	100.0	X^2 = 2.60168	6.5	6	
		2	4.6	5.1	4.2	86.1	100.0	D.F.= 3	10.2	6	
								N.S. (0.4577)			
	5. In early September	1	40.5	34.5	10.9	14.1	100.0	X^2 = 4.51975	73.8	1	
		2	31.9	36.6	11.6	19.9	100.0	D.F.= 3	65.0	1	
								N.S. (0.2105)			
	6. In late June school	1	3.2	32.3	31.8	32.7	100.0	X^2 = 0.23601	38.8	3	
		2	3.2	30.6	31.5	34.7	100.0	D.F.= 3	36.8	3	
								N.S. (0.9716)			

Table 6 (Cont.)

14. What length would you like such to be?	1. Less than 1 week	1	5.5	3.6	4.1	86.8	100.0	X^2 = 1.47535 D.F.= 3 N.S. (0.6880)	10.2	4
		2	5.6	6.0	4.6	83.8	100.0		12.0	4
	2. 1 week to less than 1 month	1	42.7	18.2	9.5	29.5	100.0	X^2 = 3.62214 D.F.= 3 N.S. (0.3053)	50.5	2
		2	43.1	19.9	13.9	23.1	100.0		56.8	2
	3. 1 to 3 months	1	38.6	30.0	6.8	24.5	100.0	X^2 = 0.51869 D.F.= 3 N.S. (0.9148)	67.0	1
		2	40.7	31.0	6.0	22.2	100.0		68.5	1
	4. More than 3 months	1	61.4	7.7	11.8	19.1	100.0	X^2 = 1.74308 D.F.= 3 N.S. (0.6274)	24.2	3
		2	58.3	7.4	16.2	18.1	100.0		26.2	3
15. what subject (s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	44.5	8.6	0.9	45.9	100.0	X^2 = 9.14033 D.F.= 3 P<.03	55.7	1
		2	41.2	5.6	5.6	47.7	100.0		50.5	1
	2. Pedagogy-methods of teaching	1	23.2	23.2	16.8	36.8	100.0	X^2 = 2.60941 D.F.= 3 N.S. (0.4558)	48.7	2
		2	20.8	29.6	17.1	32.4	100.0		50.0	2
	3. Examination, tests: methods, techniques	1	1.8	12.3	11.4	74.5	100.0	X^2 = 1.97046 D.F.= 3 N.S. (0.5786)	15.2	6
		2	3.7	14.4	10.6	71.3	100.0		18.2	6
	4. Classroom management: pupil behaviour, discipline	1	8.6	10.5	20.0	60.9	100.0	X^2 = 1.04330 D.F.= 3 N.S. (0.7908)	24.5	4
		2	8.8	13.4	20.4	57.4	100.0		26.5	3
	5. Educational technol- -ogy - new teaching aids	1	8.2	11.4	7.7	72.7	100.0	X^2 = 1.18598 D.F.= 3 N.S. (0.7564)	20.2	5
		2	8.3	11.6	10.6	69.4	100.0		21.2	5
	6. Timetabling techniques	1	-	1.8	4.1	94.1	100.0	X^2 = 1.65201 D.F.= 3 N.S. (0.6477)	2.8	11
		2	0.5	0.9	4.2	94.4	100.0		2.7	10
	7. Curriculum planning	1	0.5	4.5	5.9	89.1	100.0	X^2 = 2.02610 D.F.= 3 N.S. (0.5670)	6.0	8
		2	0.5	3.7	3.2	92.6	100.0		4.3	8
	8. Educational psychology	1	1.4	8.2	6.4	84.1	100.0	X^2 = 3.58730 D.F.= 3 N.S. (0.3096)	9.8	7
		2	3.2	5.1	7.9	83.8	100.0		10.0	7
	9. Educational	1	-	0.5	1.4	98.2	100.0	X^2 = 2.00085	0.8	12

Table 6 (Cont.)

	sociology	2	0.5	-	1.4	98.1	100.0	D.F.= 3	1.0	11	
								N.S. (0.5722)			
	10. Educational guidance	1	0.5	1.8	4.1	93.6	100.0	X^2 = 1.04201	3.3	10	
	and counselling	2	0.9	1.4	2.8	94.9	100.0	D.F.= 3	6.0	9	
								N.S. (0.7911)			
	11. Vocational (job)	1	1.8	3.2	2.7	92.3	100.0	X^2 = 2.19754	5.3	9	
	guidance and	2	0.5	2.3	2.3	94.9	100.0	D.F.= 3	3.0	9	
	counselling							N.S. (0.5324)			
	12. New developments in	1	12.7	13.2	16.4	57.7	100.0	X^2 = 2.35219	29.7	3	
	industry/commerce/	2	10.6	12.5	12.5	64.4	100.0	D.F.= 3	25.0	4	
	agriculture							N.S. (0.5026)			
16 What	1. Lectures	1	19.1	3.6	14.1	63.2	100.0	X^2 = 1.36075	28.8	4	
methods or		2	16.5	2.8	11.1	67.6	100.0	D.F.= 3	26.0	5	
teaching								N.S. (0.7148)			
styles do											
you think	2. Workshops and study	1	5.5	7.7	4.5	82.3	100.0	X^2 = 1.39862	13.3	6	
would be	groups on various	2	5.6	5.6	3.2	85.0	100.0	D.F.= 3	11.2	7	
best for	subjects							N.S. (0.7059)			
such a											
course(s)?	3. Demonstration lessons	1	27.3	17.7	19.5	35.5	100.0	X^2 = 7.60940	61.3	1	
		2	31.9	22.2	10.6	35.2	100.0	D.F.= 3	54.3	1	
								N.S. (0.0548)			
	4. Discussions	1	18.2	22.7	10.9	48.2	100.0	X^2 = 1.62270	40.7	3	
		2	18.1	20.4	14.8	46.8	100.0	D.F.= 3	39.5	3	
								N.S. (0.6543)			
	5. Visits to industry/	1	22.3	23.2	12.3	42.3	100.0	X^2 = 1.76061	46.0	2	
	commercial/ farms	2	20.4	24.5	16.2	38.9	100.0	D.F.= 3	45.5	2	
								N.S. (0.6235)			
	6. Visits to other	1	6.4	19.1	16.4	58.2	100.0	X^2 = 2.23660	27.0	5	
	schools (to exchange	2	5.1	18.5	21.8	54.6	100.0	D.F.= 3	26.7	4	
	experience)							N.S. (0.5248)			
	7. Opportunity to do own	1	4.1	4.1	14.5	77.3	100.0	X^2 = 1.75662	12.8	7	
	study, research	2	2.8	5.1	18.1	74.1	100.0	D.F.= 3	13.2	6	
								N.S. (0.6244)			
17. How do	1. By a written examiat-	1	18.6	9.1	18.2	54.1	100.0	X^2 = 3.80450	33.8	4	
you think	-ion at the end of	2	14.8	12.5	13.9	58.8	100.0	D.F.= 3	30.0	4	
a	course							N.S. (0.2834)			
teacher's											
profit	2. By practical test at	1	32.7	21.8	5.9	39.5	100.0	X^2 = 7.93142	45.2	2	
from	the end of the course	2	30.6	20.8	13.9	34.7	100.0	D.F.= 3	53.0	2	
courses								P<.04			

Table 6 (Cont.)

should be evaluated ?	3. By an essay or report of research, at the end of the course	1	23.2	31.4	23.2	22.3	100.0	X^2 = 2.61845 D.F.= 3 N.S. (0.4543)	57.0	1	
		2	29.6	29.2	19.4	21.8	100.0		60.0	1	
	4. By an oral test at the end of the course	1	4.5	17.3	13.2	65.0	100.0	X^2 = 2.22922 D.F.= 3 N.S. (0.5262)	22.5	5	
		2	7.4	18.1	14.8	59.7	100.0		26.3	5	
	5. By no evaluation, just the course record of attendance	1	22.3	15.5	20.5	41.8	100.0	X^2 = 1.63652 D.F.= 3 N.S. (0.6511)	43.3	3	
		2	17.6	16.2	20.4	45.8	100.0		44.0	3	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	12.3	4.5	3.6	79.5	100.0	X^2 = 0.45248 D.F.= 3 N.S. (0.9292)	18.2	5	
		2	13.4	4.2	4.6	77.8	100.0		19.2	4	
	2. To gain promotion	1	5.5	4.1	4.1	86.4	100.0	X^2 = 0.61580 D.F.= 3 N.S. (0.8928)	10.5	6	
		2	4.2	5.1	4.2	86.6	100.0		7.8	6	
	3. To enable teaching staff to take up different duties	1	13.6	9.1	20.0	57.3	100.0	X^2 = 0.13242 D.F.= 3 N.S. (0.9877)	29.0	3	
		2	13.0	9.7	20.8	56.5	100.0		28.5	3	
	4. To update teachers' knowledge of their own teaching subject	1	50.5	25.5	8.2	15.9	100.0	X^2 = 4.17936 D.F.= 3 N.S. (0.2427)	77.2	1	
		2	60.2	20.4	6.5	13.0	100.0		82.0	1	
	5. To update and improve skills and teaching methods	1	10.0	35.9	20.9	33.2	100.0	X^2 = 3.46753 D.F.= 3 N.S. (0.3250)	45.0	2	
		2	8.3	44.4	19.4	27.8	100.0		48.0	2	
	6. For the personal satisfaction of teachers/instructors	1	3.6	4.5	5.6	85.9	100.0	X^2 = 8.35350 D.F.= 3 P<.04	9.5	7	
		2	-	3.7	5.6	90.7	100.0		4.7	8	
	7. To meet vocational teachers/instructors from other schools	1	4.1	13.2	20.9	61.8	100.0	X^2 = 8.03668 D.F.= 3 P<.05	21.8	4	
		2	0.5	10.6	25.9	63.0	100.0		17.5	5	
	8. To have a break (relief) from teaching	1	2.7	1.8	10.9	84.5	100.0	X^2 = 3.77760 D.F.= 3 N.S. (0.2865)	8.3	8	
		2	0.5	1.9	9.7	88.0	100.0		5.3	7	

Appendix 10.2

Table 7 Crosstabulation of Questions by Opinions of Group 2 According to Type of Job (Supervisors and Principals)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	-	12.5	-	87.5	100.0	X^2 = 5.20440	0.7	4	Response Rubric
		2	26.9	7.7	-	65.4	100.0	D.F.= 2	4.2	3	1 = Supervisors (n = 16)
								N.S. (0.0741)			
	2. In one school for a group of schools, in an area	1	6.3	-	-	93.8	100.0	X^2 = 5.53660	0.5	5	2 = Principals (n = 26)
		2	23.1	11.5	3.8	61.5	100.0	D.F.= 3	4.2	3	
								N.S. (0.1365)			Numbers are expressed as percentages
	3. At a university, college or institute	1	31.3	6.3	25.0	37.5	100.0	X^2 = 0.84497	3.5	2	
		2	30.8	15.4	23.1	30.8	100.0	D.F.= 3	6.3	1	
								N.S. (0.8387)			
	4. At IAVD in Baghdad	1	56.3	6.3	6.3	31.3	100.0	X^2 = 12.54809	5.0	1	
		2	7.7	26.9	11.5	53.8	100.0	D.F.= 3	3.8	4	
								P<.01			
	5. At some other technical institution in Iraq	1	6.3	37.5	-	56.3	100.0	X^2 = 5.23531	2.5	3	
		2	15.4	19.2	19.2	46.2	100.0	D.F.= 3	4.5	2	
								N.S. (0.1554)			
13. When would you like the course be?	1. During summer vacation	1	25.0	12.5	6.3	56.3	100.0	X^2 = 7.15817	2.8	2	
		2	61.5	3.8	11.5	23.1	100.0	D.F.= 3	8.8	1	
								N.S. (0.0670)			
	2. During spring vacation	1	-	12.5	-	87.5	100.0	X^2 = 5.14127	0.7	5	
		2	-	42.3	3.8	53.8	100.0	D.F.= 2	3.8	3	
								N.S. (0.0765)			
	3. During term-time by day	1	-	-	12.5	87.5	100.0	X^2 = 0.00000	0.3	6	
		2	-	-	11.5	88.5	100.0	D.F.= 1	0.5	6	
								N.S. (1.0000)			
	4. During term-time evening	1	-	12.5	12.5	75.0	100.0	X^2 = 0.86827	1.0	4	
		2	3.8	11.5	7.7	76.9	100.0	D.F.= 3	1.8	5	
								N.S. (0.8331)			
	5. In early September	1	62.5	6.3	6.3	25.0	100.0	X^2 = 5.20843	5.5	1	
		2	26.9	11.5	11.5	50.0	100.0	D.F.= 3	5.0	2	
								N.S. (0.1572)			
	6. In late June school	1	6.3	31.3	6.3	56.3	100.0	X^2 = 0.96721	2.3	3	
		2	11.5	19.2	7.7	61.5	100.0	D.F.= 3	3.5	4	

Table 7 (Cont.)

								W.S. (0.8092)				
4. What length would you like such to be?	1. Less than 1 week	1	-	18.8	-	81.3	100.0	X^2 = 6.48678	1.0	3		
		2	23.1	19.2	7.7	50.0	100.0	D.F.= 3	5.0	3		
								W.S. (0.0902)				
	2. 1 week to less than 1 month	1	75.0	6.3	-	18.8	100.0	X^2 = 3.56213	6.3	1		
		2	53.8	30.8	-	15.4	100.0	D.F.= 2	9.7	1		
								W.S. (0.1685)				
	3. 1 to 3 months	1	18.8	31.3	12.5	37.5	100.0	X^2 = 1.09116	3.5	2		
		2	23.1	26.9	23.1	26.9	100.0	D.F.= 3	6.3	2		
								W.S. (0.7792)				
	4. More than 3 months	1	-	-	25.0	75.0	100.0	X^2 = 3.96503	0.7	4		
		2	-	11.5	7.7	80.8	100.0	D.F.= 2	1.3	4		
								W.S. (0.1377)				
15. what subject(s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	31.3	6.3	-	62.5	100.0	X^2 = 2.28261	2.0	3		
		2	34.6	3.8	11.5	50.0	100.0	D.F.= 3	5.3	2		
								W.S. (0.5159)				
	2. Pedagogy-methods of teaching	1	37.5	25.0	6.3	31.3	100.0	X^2 = 0.33007	4.5	1		
		2	34.6	23.1	11.5	30.8	100.0	D.F.= 3	7.0	1		
								W.S. (0.9543)				
	3. Examination, tests: methods, techniques	1	-	6.3	6.3	87.5	100.0	X^2 = 2.59976	0.5	7		
		2	11.5	11.5	7.7	69.2	100.0	D.F.= 3	2.8	4		
								W.S. (0.4575)				
	4. Classroom management: pupil behaviour, discipline	1	6.3	25.0	6.3	62.5	100.0	X^2 = 0.46351	2.0	3		
		2	11.5	26.9	7.7	53.8	100.0	D.F.= 3	4.2	3		
								W.S. (0.9268)				
	5. Educational technol-ogy - new teaching aids	1	6.3	6.3	6.3	81.3	100.0	X^2 = 0.46350	1.0	4		
		2	3.8	7.7	11.5	76.9	100.0	D.F.= 3	1.7	6		
								W.S. (0.9268)				
	6. Timetabling techniques	1	-	6.3	12.5	81.3	100.0	X^2 = 0.42067	0.7	6		
		2	-	3.8	7.7	88.5	100.0	D.F.= 2	0.7	7		
								W.S. (0.8103)				
	7. Curriculum planning	1	-	-	6.3	93.8	100.0	X^2 = 2.24639	0.2	9		
		2	-	3.8	-	96.2	100.0	D.F.= 2	0.3	8		
								W.S. (0.3252)				
	8. Educational psychology	1	-	-	12.5	87.5	100.0	X^2 = 0.0000	0.3	8		
		2	-	-	15.4	84.6	100.0	D.F.= 1	0.7	7		
								W.S. (1.0000)				

Table 7 (Cont.)

	9. Educational	1	-	-	-	100.0	100.0	X^2 = -	-	-	-	
	sociology	2	-	-	-	100.0	100.0	D.F.=	-	-	-	
	10.Educational guidance	1	-	12.5	6.3	81.3	100.0	X^2 = 3.41632	0.8	5		
	and counselling	2	-	-	7.7	92.3	100.0	D.F.= 2	0.3	8		
							100.0	N.S. (0.1812)				
	11.Vocational (job)	1	-	6.3	6.3	87.5	100.0	X^2 = 1.82507	0.5	7		
	guidance and	2	-	-	3.8	96.2	100.0	D.F.= 2	0.2	9		
	counselling							N.S. (0.4015)				
	12.New developments in	1	18.8	6.3	12.5	62.5	100.0	X^2 = 3.78606	2.2	2		
	industry/commerce/	2	3.8	19.2	7.7	69.2	100.0	D.F.= 3	2.5	5		
	agriculture							*N.S. (0.2855)*				
16 What	1. Lectures	1	18.8	-	25.0	56.3	100.0	X^2 = 1.40135	1.7	5		
methods or		2	26.9	-	11.5	61.5	100.0	D.F.= 2	2.8	4		
teaching								N.S. (0.4963)				
styles do												
you think	2. Workshops and study	1	6.3	-	-	93.8	100.0	X^2 = 4.47902	0.5	6		
would be	groups on various	2	7.7	11.5	11.5	69.2	100.0	D.F.= 3	2.5	5		
best for	subjects							N.S. (0.2142)				
such a												
course(s)?	3. Demonstration lessons	1	25.0	12.5	6.3	56.3	100.0	X^2 = 3.37609	2.8	2		
		2	19.2	34.6	11.5	34.6	100.0	D.F.= 3	6.0	1		
								N.S. (0.3372)				
	4. Discussions	1	18.8	6.2	18.8	56.3	100.0	X^2 = 2.37791	2.3	3		
		2	19.2	23.1	19.2	38.5	100.0	D.F.= 3	5.3	2		
								N.S. (0.4978)				
	5. Visits to industry/	1	25.0	50.0	6.3	18.8	100.0	X^2 = 9.78570	4.8	1		
	commercial/ farms	2	19.2	11.5	7.7	61.5	100.0	D.F.= 3	3.8	3		
								P<.03				
	6. Visits to other	1	6.3	25.0	12.5	56.3	100.0	X^2 = 0.86827	2.2	4		
	schools (to exchange	2	3.8	15.4	11.5	69.2	100.0	D.F.= 3	2.3	6		
	experience)							N.S. (0.8331)				
	7. Opportunity to do own	1	-	-	12.5	87.5	100.0	X^2 = 2.16608	0.3	7		
	study, research	2	7.7	3.6	15.4	73.1	100.0	D.F.= 3	2.0	7		
								N.S. (0.5387)				
17. How do	1. By a written examiat-	1	18.8	12.5	31.3	37.5	100.0	X^2 = 2.64811	3.0	2		
you think	-ion at the end of	2	26.9	11.5	11.5	50.0	100.0	D.F.= 3	5.0	3		
a	course							N.S. (0.4491)				
teacher's												
profit	2. By practical test at	1	31.3	18.8	18.8	31.3	100.0	X^2 = 1.24882	4.0	1		
from	the end of the course	2	38.5	23.1	7.7	30.8	100.0	D.F.= 3	7.3	1		

Table 7 (Cont.)

courses should be evaluated ?	3. By an essay or report of research, at the end of the course	1	12.5	31.3	6.3	50.0	100.0	χ^2 = 1.33606 D.F.= 3 W.S. (0.7206)	2.8	3	
		2	19.2	26.9	15.4	38.5	100.0		5.5	2	
	4. By an oral test at the end of the course	1	12.5	12.5	6.3	68.8	100.0	χ^2 = 2.23125 D.F.= 3 W.S. (0.5258)	1.8	5	
		2	3.8	11.5	19.2	65.4	100.0		2.3	4	
	5. By no evaluation, just the course record of attendance	1	25.0	6.3	-	68.8	100.0	χ^2 = 3.07281 D.F.= 3 W.S. (0.3805)	2.3	4	
		2	7.7	11.5	3.8	76.9	100.0		2.2	5	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	-	6.3	-	93.8	100.0	χ^2 = 2.24639 D.F.= 2 W.S. (0.3252)	0.2	4	
		2	3.8	-	-	96.2	100.0		0.3	6	
	2. To gain promotion	1	-	-	-	100.0	100.0	χ^2 = 0.62907 D.F.= 1 W.S. (0.4277)	-	-	
		2	11.5	-	-	88.5	100.0		1.5	4	
	3. To enable teaching staff to take up different duties	1	25.0	12.5	31.3	31.3	100.0	χ^2 = 2.51621 D.F.= 3 W.S. (0.4720)	3.5	3	
		2	34.6	15.4	11.5	38.5	100.0		6.3	2	
	4. To update teachers' knowledge of their own teaching subject	1	62.5	25.0	-	12.5	100.0	χ^2 = 5.67935 D.F.= 3 W.S. (0.1283)	6.3	1	
		2	34.6	23.1	23.1	19.2	100.0		7.3	1	
	5. To update and improve skills and teaching methods	1	12.5	43.8	25.0	18.8	100.0	χ^2 = 3.63461 D.F.= 3 W.S. (0.3037)	4.0	2	
		2	11.5	30.8	11.5	46.2	100.0		4.7	3	
	6. For the personal satisfaction of teachers/instructors	1	-	-	6.3	93.8	100.0	χ^2 = 0.0000 D.F.= 1 W.S. (1.0000)	0.2	4	
		2	-	-	7.7	92.3	100.0		0.3	6	
	7. To meet vocational teachers/instructors from other schools	1	-	-	-	100.0	100.0	χ^2 = 1.98817 D.F.= 2 W.S. (0.3701)	-	-	
		2	-	3.8	7.7	88.5	100.0		0.7	6	
	8. To have a break (relief) from teaching	1	-	-	-	100.0	100.0	χ^2 = 0.0000 D.F.= 1 W.S. (1.0000)	-	-	
		2	-	-	3.8	96.2	100.0		0.2	7	

Appendix 10.2

Table 8 Crosstabulation of Questions by Opinions of Three Groups

(Group 1 =436) (Group 2 =42) (Group 3=20)

Question	Items	Response Rubric	First Choice %	Second Choice %	Third Choice %	No reply given %	Total %	Results	Weighted mean	Priority	Key
12. Where would you think the course should be held?	1. In every vocational school	1	47.2	13.8	12.4	26.6	100.0	X^2 = 68.94083	132.0	1	Response Rubric
		2	16.7	9.5	-	73.8	100.0	D.F.= 6	4.8	4	1 = Group One:
		3	-	-	15.0	85.0	100.0	P<.001	0.5	5	Teachers &
	2. In one school for a group of schools, in an area	1	3.0	31.4	12.4	53.2	100.0	X^2 = 37.44768	61.2	3	Instructors
		2	16.7	7.1	2.4	73.8	100.0	D.F.= 6	4.7	5	(n = 436)
		3	5.0	5.0	10.0	80.0	100.0	P<.001	1.2	4	2 = Group two:
	3. At a university, college or institute	1	32.1	15.4	22.2	30.3	100.0	X^2 = 17.92026	108.5	2	Supervisors
		2	31.0	11.9	23.8	33.3	100.0	D.F.= 6	9.8	1	&
		3	75.0	10.0	15.0	-	100.0	P<.01	3.3	1	Principals
	4. At IAVD in Baghdad	1	10.3	18.1	12.2	59.4	100.0	X^2 = 21.80715	57.7	4	(n = 42)
		2	26.2	19.0	9.5	45.2	100.0	D.F.= 6	8.8	2	3 = Group Three:
		3	10.0	45.0	20.0	25.0	100.0	P<.01	4.7	2	Lecturers
	5. At some other technical institution in Iraq	1	8.3	12.4	14.0	65.4	100.0	X^2 = 15.09792	46.2	5	on INSET
		2	11.9	26.2	11.9	50.0	100.0	D.F.= 6	7.0	3	(n = 20)
		3	4.3	10.3	18.8	66.7	100.0	P<.02	3.8	3	Numbers are
13. When would you like the course be?	1. During summer vacation	1	13.5	3.7	7.1	75.7	100.0	X^2 = 41.02043	40.0	4	expressed as
		2	47.6	7.1	9.5	35.7	100.0	D.F.= 6	11.7	1	percentages
		3	5.0	10.0	10.0	75.0	100.0	P<.001	1.5	6	
	2. During spring vacation	1	8.7	7.8	5.0	78.4	100.0	X^2 = 27.97613	34.0	5	
		2	-	31.0	2.4	66.7	100.0	D.F.= 6	4.5	4	
		3	5.0	5.0	10.0	80.0	100.0	P<.001	1.2	5	
	3. During term-time by day	1	37.2	7.1	12.4	43.3	100.0	X^2 = 38.84774	100.3	2	
		2	-	-	11.9	88.1	100.0	D.F.= 6	0.8	6	
		3	45.0	15.0	5.0	35.0	100.0	P<.001	5.7	1	
	4. During term-time evening	1	3.4	4.4	3.9	88.3	100.0	X^2 = 32.38410	16.7	6	
		2	2.4	11.9	9.5	76.2	100.0	D.F.= 6	2.8	5	
		3	5.0	5.0	30.0	60.0	100.0	P<.001	1.8	4	
	5. In early September	1	36.2	35.6	11.2	17.0	100.0	X^2 = 21.71424	138.8	1	
		2	40.5	9.5	9.5	40.5	100.0	D.F.= 6	10.5	2	
		3	25.0	40.0	5.0	30.0	100.0	P<.01	5.3	2	
	6. In late June school	1	3.2	31.4	31.7	33.7	100.0	X^2 = 23.97353	75.7	3	
		2	9.5	23.8	7.1	59.5	100.0	D.F.= 6	5.8	3	

Table 8 (Cont.)

		3	10.0	15.0	25.0	50.0	100.0	P<.001	2.8	3	
14. What length would you like such to be?	1. Less than 1 week	1	5.5	4.8	4.4	85.3	100.0	X^2 = 21.15774	22.2	4	
		2	14.3	19.0	4.8	61.9	100.0	D.F.= 6	6.0	3	
		3	5.0	10.0	-	85.0	100.0	P<.01	1.2	4	
	2. 1 week to less than 1 month	1	42.9	19.0	11.7	26.4	100.0	X^2 = 17.48560	129.7	2	
		2	61.9	21.4	-	16.7	100.0	D.F.= 6	16.0	1	
		3	40.0	20.0	30.0	10.0	100.0	P<.01	6.3	2	
	3. 1 to 3 months	1	39.7	30.5	6.4	23.4	100.0	X^2 = 13.35962	135.5	1	
		2	21.4	28.6	19.0	31.0	100.0	D.F.= 6	9.8	2	
		3	45.0	30.0	10.0	15.0	100.0	P<.04	6.8	1	
	4. More than 3 months	1	7.6	14.0	18.6	59.9	100.0	X^2 = 14.17497	50.3	3	
		2	-	7.1	14.3	78.6	100.0	D.F.= 6	2.0	4	
		3	5.0	25.0	35.0	35.0	100.0	P<.03	3.3	3	
15. What subject(s) do you think such course should be?	1. Teaching subjects- more curriculum knowledge	1	42.9	7.1	3.2	46.8	100.0	X^2 = 3.91489	106.2	1	
		2	33.3	4.8	7.1	54.8	100.0	D.F.= 6	8.2	2	
		3	35.0	10.0	5.0	50.0	100.0	N.S. (0.6882)	4.3	2	
	2. Pedagogy-methods of teaching	1	22.0	26.4	17.0	34.6	100.0	X^2 = 9.84419	98.7	2	
		2	35.7	23.8	9.5	31.0	100.0	D.F.= 6	11.5	1	
		3	45.0	15.0	10.0	30.0	100.0	N.S. (0.1314)	5.8	1	
	3. Examination, tests: methods, techniques	1	2.8	13.3	11.0	72.9	100.0	X^2 = 6.40155	33.3	6	
		2	7.1	9.5	7.1	76.2	100.0	D.F.= 6	3.3	5	
		3	-	5.0	5.0	90.0	100.0	N.S. (0.3797)	0.5	7	
	4. Classroom management: pupil behaviour, discipline	1	8.7	11.9	20.2	59.2	100.0	X^2 = 11.47986	51.0	4	
		2	9.5	26.2	7.1	57.1	100.0	D.F.= 6	6.2	3	
		3	-	15.0	25.0	60.0	100.0	N.S. (0.0746)	1.8	5	
	5. Educational technol-ogy - new teaching aids	1	8.3	11.5	9.2	71.1	100.0	X^2 = 7.64068	124.0	5	
		2	4.8	7.1	9.5	78.6	100.0	D.F.= 6	2.7	6	
		3	5.0	15.0	25.0	55.0	100.0	N.S. (0.2656)	2.3	4	
	6. Timetabling techniques	1	0.2	1.4	4.1	94.3	100.0	X^2 = 7.54963	5.5	11	
		2	-	4.8	9.5	85.7	100.0	D.F.= 6	1.3	7	
		3	-	5.0	-	95.0	100.0	N.S. (0.2774)	0.3	8	
	7. Curriculum planning	1	0.5	4.1	4.6	90.8	100.0	X^2 = 1.93586	10.3	8	
		2	-	2.4	2.4	95.2	100.0	D.F.= 6	0.5	11	
		3	-	-	5.0	95.0	100.0	N.S. (0.9255)	0.2	9	
	8. Educational psychology	1	2.3	6.7	7.1	83.9	100.0	X^2 = 8.03981	19.8	7	
		2	-	-	14.3	85.7	100.0	D.F.= 6	1.0	9	
		3	-	5.0	15.0	80.0	100.0	N.S. (0.2352)	0.8	6	

Table 8 (Cont.)

	9. Educational	1	0.2	0.2	1.4	98.2	100.0	X^2 = 1.15619	1.8	12	
	sociology	2	-	-	-	100.0	100.0	D.F.= 6	-	-	
		3	-	-	-	100.0	100.0	M.S. (0.9790)	-	-	
	10. Educational guidance	1	0.7	1.6	3.4	94.3	100.0	X^2 = 5.62124	6.3	10	
	and counselling	2	-	4.8	7.1	88.1	100.0	D.F.= 6	1.2	8	
		3	-	5.0	-	95.0	100.0	M.S. (0.4669)	0.3	8	
	11. Vocational (job)	1	1.1	2.8	2.5	93.6	100.0	X^2 = 2.32005	8.3	9	
	guidance and	2	-	2.4	4.8	92.9	100.0	D.F.= 6	0.7	10	
	counselling	3	-	-	5.0	95.0	100.0	M.S. (0.8880)	0.2	9	
	12. New developments in	1	11.7	12.8	14.4	61.0	100.0	X^2 = 4.63711	54.7	3	
	industry/commerce/	2	9.5	14.3	9.5	66.7	100.0	D.F.= 6	4.7	4	
	agriculture	3	15.0	25.0	5.0	55.0	100.0	M.S. (0.5911)	3.3	3	
16 What methods or teaching styles do you think would be best for such a course(s)?	1. Lectures	1	18.8	3.2	12.6	65.4	100.0	X^2 = 5.75443	54.8	4	
		2	23.8	-	16.7	59.5	100.0	D.F.= 6	6.2	4	
		3	20.0	10.0	15.0	55.0	100.0	M.S. (0.4513)	3.2	3	
	2. Workshops and study	1	5.5	6.7	3.9	83.9	100.0	X^2 = 10.63553	24.5	7	
	groups on various	2	7.1	7.1	7.1	78.6	100.0	D.F.= 6	3.0	6	
	subjects	3	20.0	10.0	10.0	60.0	100.0	M.S. (01003)	3.0	4	
	3. Demonstration lessons	1	29.6	20.0	15.1	35.3	100.0	X^2 = 7.10681	104.5	1	
		2	21.4	26.2	9.5	42.9	100.0	D.F.= 6	8.8	1	
		3	35.0	35.0	5.0	25.0	100.0	M.S. (0.3111)	6.0	1	
	4. Discussions	1	18.1	21.6	12.8	47.5	100.0	X^2 = 6.78386	80.2	3	
		2	19.0	16.7	19.0	45.2	100.0	D.F.= 6	7.7	3	
		3	10.0	25.0	30.0	35.0	100.0	M.S. (0.3413)	3.7	2	
	5. Visits to industry/	1	21.3	23.9	14.2	40.6	100.0	X^2 = 9.72150	91.5	2	
	commercial/ farms	2	21.4	26.2	7.1	45.2	100.0	D.F.= 6	8.7	2	
		3	10.0	5.0	15.0	70.0	100.0	M.S. (0.1369)	1.8	5	
	6. Visits to other	1	5.7	18.8	19.0	56.4	100.0	X^2 = 8.64508	53.7	5	
	schools (to exchange	2	4.8	19.0	11.9	64.3	100.0	D.F.= 6	4.5	5	
	experience)	3	5.0	10.0	-	85.0	100.0	M.S. (0.1945)	1.2	6	
	7. Opportunity to do own	1	3.4	4.6	16.3	75.7	100.0	X^2 = 1.66238	26.0	6	
	study, research	2	4.8	2.4	14.3	78.6	100.0	D.F.= 6	2.3	7	
		3	-	5.0	20.0	75.0	100.0	M.S. (0.9480)	1.0	7	
17. How do you think a teacher's profit from	1. By a written examiat-	1	16.7	10.8	16.1	56.4	100.0	X^2 = 9.64762	63.8	4	
	-ion at the end of	2	23.8	11.9	19.0	45.2	100.0	D.F.= 6	8.0	3	
	course	3	30.0	25.0	5.0	40.0	100.0	M.S. (0.1403)	4.8	2	
	2. By practical test at	1	31.7	21.3	9.9	37.2	100.0	X^2 = 5.81144	107.2	2	
	the end of the course	2	35.7	21.4	11.9	31.0	100.0	D.F.= 6	11.3	1	

Table 8 (Cont.)

courses should be evaluated?		3	35.0	30.0	20.0	15.0	100.0	N.S. (0.4446)	6.2	1	
	3. By an essay or report of research, at the end of the course	1	26.4	30.3	21.3	22.0	100.0	X^2 = 12.60642	117.0	1	
		2	16.7	28.6	11.9	42.9	100.0	D.F.= 6	8.3	2	
		3	25.0	15.0	25.0	35.0	100.0	P<.05	4.3	3	
	4. By an oral test at the end of the course	1	6.0	17.7	14.0	62.4	100.0	X^2 = 3.87996	48.8	5	
		2	7.1	11.9	14.3	66.7	100.0	D.F.= 6	4.2	5	
		3	10.0	10.0	25.0	55.0	100.0	N.S. (0.7038)	2.5	4	
	5. By no evaluation, just the course record of attendance	1	20.0	15.8	20.4	43.8	100.0	X^2 = 18.80395	81.3	3	
		2	14.3	9.5	2.4	73.8	100.0	D.F.= 6	4.5	4	
		3	10.0	15.0	10.0	65.0	100.0	P<.01	2.3	5	
18. For what reason(s) would you like to attend such a course?	1. To enhance self-esteem	1	12.8	4.4	4.1	78.7	100.0	X^2 = 7.08605	37.2	5	
		2	2.4	2.4	-	95.2	100.0	D.F.= 6	0.8	5	
		3	10.0	5.0	5.0	80.0	100.0	N.S. (0.3130)	1.5	4	
	2. To gain promotion	1	4.8	4.6	4.1	86.5	100.0	X^2 = 7.45250	20.2	6	
		2	7.1	-	-	92.9	100.0	D.F.= 6	1.5	4	
		3	10.0	10.0	-	80.0	100.0	N.S. (0.2810)	1.7	3	
	3. To enable teaching staff to take up different duties	1	13.3	9.4	20.4	56.9	100.0	X^2 = 13.12336	57.5	3	
		2	31.0	14.3	19.0	35.7	100.0	D.F.= 6	9.8	2	
		3	10.0	10.0	15.0	65.0	100.0	P<.05	2.2	2	
	4. To update teachers' knowledge of their own teaching subject	1	55.3	22.9	7.3	14.4	100.0	X^2 = 14.01291	159.2	1	
		2	45.2	23.8	14.3	16.7	100.0	D.F.= 6	13.8	1	
		3	20.0	30.0	20.0	30.0	100.0	P<.03	4.7	1	
	5. To update and improve skills and teaching methods	1	9.2	40.1	20.2	30.5	100.0	X^2 = 7.09409	93.0	2	
		2	11.9	35.7	16.7	35.7	100.0	D.F.= 6	8.7	3	
		3	25.0	25.0	15.0	35.0	100.0	N.S. (0.3122)	4.7	1	
	6. For the personal satisfaction of teachers/instructors	1	1.8	4.1	5.7	88.3	100.0	X^2 = 5.36799	14.2	7	
		2	-	-	7.1	92.9	100.0	D.F.= 6	0.5	7	
		3	-	-	-	100.0	100.0	N.S. (0.4976)	-	-	
	7. To meet vocational teachers/instructors from other schools	1	2.3	11.9	23.4	62.4	100.0	X^2 = 21.60624	39.3	4	
		2	-	-	4.8	92.9	100.0	D.F.= 6	0.7	6	
		3	-	-	10.0	90.0	100.0	P<.01	0.3	6	
	8. To have a break (relief) from teaching	1	1.6	1.8	10.3	86.2	100.0	X^2 = 14.54719	13.7	8	
		2	-	-	2.4	97.6	100.0	D.F.= 6	0.2	8	
		3	10.0	-	-	90.0	100.0	P<.03	1.0	5	

Appendix 10.3

Table 1 Crosstabulation of Question by Location of Respondents

Question	Responses	Nineveh No.	Nineveh %	Baghdad No.	Baghdad %	Thi-Qar No.	Thi-Qar %	Results
Should there be financial incentives or rewards for doing such courses?	Yes	72	69.9	151	69.9	97	82.9	X^2 = 8.27372
	No	15	14.6	37	17.1	12	10.3	D.F= 4
	Undecided	16	15.5	28	13.0	8	6.8	N.S. (0.0821)
	Total & %	103	100.0	216	100.0	117	100.0	

Appendix 10.3

Table 2 Crosstabulation of Question by Sex of Respondents

Question	Responses	Male No.	Male %	Female No.	Female %	Results
Should there be financial incentives or rewards for doing such course ?	Yes	198	77.3	122	67.8	X^2 = 5.09657
	No	31	12.1	33	18.3	D.F= 2
	Undecided	27	10.5	25	13.9	N.S.(0.0782)
	Total & %	256	100.0	180	100.0	

Appendix 10.3

Table 3 Crosstabulation of Question by Main Subjects of Respondents

Question	Responses	Academic No.	Academic %	Industrial No.	Industrial %	Commercial No.	Commercial %	Agricultural No.	Agricultural %	Results
Should there be financial incentives or rewards for doing such course ?	Yes	62	69.7	141	77.0	56	74.7	61	68.5	X^2 = 5.79398
	No	12	13.5	23	12.6	13	17.3	16	18.0	D.F= 6
	Undecided	15	16.9	19	10.4	6	8.0	12	13.5	N.S. (0.4467)
	Total & %	89	100.0	183	100.0	75	100.0	89	100.0	

Appendix 10.3

Table 4 Crosstabulation of Question by Qualification of Respondents

Question	Responses	Less than Bachelor No.	Less than Bachelor %	Bachelor degree No.	Bachelor degree %	Results
Should there be financial incentives or rewards for doing such course ?	Yes	134	75.7	186	71.8	X^2= 1.5607
	No	26	14.7	38	14.7	D.F.= 2
	Undecided	17	9.6	35	13.5	N.S. (0.4575)
	Total & %	177	100.0	259	100.0	

Appendix 10.3

Table 5 Crosstabulation of Question by Length of Teaching Experience of Respondents

Question	Responses	Less than 10 years		10 years and over		Results
		No.	%	No.	%	
Should there be financial incentives or rewards for doing such course ?	Yes	201	71.8	119	76.3	X^2 = 1.41891
	No	42	15.0	22	14.1	D.F.= 2
	Undecided	37	13.2	15	9.6	N.S. (0.4919)
	Total & %	280	100.0	156	100.0	

Appendix 10.3

Table 6 Crosstabulation of Question by INSET Experience of Respondents

Question	Responses	Had INSET course		Had no INSET course		Results
		No.	%	No.	%	
Should there be financial incentives or rewards for doing such course ?	Yes	168	76.4	152	70.4	X^2 = 2.01828
	No	29	13.2	35	16.2	D.F.= 2
	Undecided	23	10.5	29	13.4	N.S. (0.3645)
	Total & %	220	100.0	216	100.0	

Appendix 10.3

Table 7 Crosstabulation of Question by Opinions of Group 2 According to Type of Job (Supervisors and Principals)

Question	Responses	Supervisors		Principals		Results
		No.	%	No.	%	
Should there be financial incentives or rewards for doing such course ?	Yes	16	100.0	22	84.6	X^2 = 2.72065
	No	-	-	1	3.8	D.F.= 3
	Undecided	-	-	2	7.7	N.S. (0.4367)
	No answer given			1	3.8	
	Total & %	16	100.0	26	100.0	

Appendix 10.3

Table 8 Crosstabulation of Question by Opinions of the three Groups

Question	Responses	Group 1		Group 2		Group 3		Results
		No.	%	No.	%	No.	%	
Should there be financial incentives or rewards for doing such courses?	Yes	320	73.4	38	90.5	17	85.0	X^2 = 19.56305
	No	64	14.7	1	2.4	2	10.0	D.F= 6
	Undecided	52	11.9	2	4.8	1	5.0	P<.04 (0.0821)
	No answer given	-	-	1	2.4	-	-	
	Total & %	436	100.0	42	100.0	20	100.0	

Appendix 10.4

Table 1 Crosstabulation of Question by Location of Respondents

Question	Reasons	Nineveh (n=119)*		Baghdad (n=247)		Thi-Qar (n=121)		Results
		(1)** %	(2)*** %	(1) %	(2) %	(1) %	(2) %	
20 If you would not like to go an in-service course of the kinds discussed above, what are your reason(s)?	1. Family commitment	43.7	56.3	23.5	76.5	16.5	85.5	X^2 = 25.27376 D.F.= 2 P<.001
	2.Existing courses are unsuitable in location	41.2	58.8	15.0	85.0	19.8	80.2	X^2 = 32.21720 D.F.= 2 P<.001
	3. Existing courses are unsuitable in subject content	16.8	83.2	14.2	85.8	5.0	95.0	X^2 = 8.92348 D.F. = 2 P<.02
	4. In the past I have found such courses to be a waste of time	14.3	85.7	11.7	88.3	2.5	97.5	X^2 = 10.80339 D.F.= 2 P<.01
	5. I feel adequately informed and educated	13.4	86.6	12.1	87.9	1.7	98.3	X^2 = 12.34734 D.F.= 2 P<.01
	6. I am satisfied with my teaching methods	14.3	85.7	12.6	87.4	-	100.0	X^2= 17.87607 D.F.= 2 P<.001
	7. Existing courses are unsuitable in their timing	22.7	77.3	13.8	86.2	10.7	89.3	X^2= 7.43863 D.F.= 2 P<.03
	8. Existing courses are well-known to be a waste of time	13.4	86.6	8.5	91.5	4.1	95.9	X^2= 6.61282 D.F.= 2 P<.04

Key to abbreviations: * (n) = Total of respondents

** (1) = Respondents who ticked the reason

*** (2) = Respondents who did not tick the reason

Appendix 10.4

Table 2 Crosstabulation of Question by Sex of Respondents

Question	Reasons	Male (n=277)* (1)** %	Male (n=277)* (2)*** %	Female (n=210) (1) %	Female (n=210) (2) %	Results
20-If you would not like to go an in-service course of the kinds discussed above, what are your reason(s)?	1. Family commitment	23.8	76.2	30.5	69.5	X^2 = 2.36982 D.F.= 1 N.S. (0.1237)
	2.Existing courses are unsuitable in location	20.2	79.8	25.7	74.3	X^2 = 1.76224 D.F.= 1 N.S. (0.1843)
	3. Existing courses are unsuitable in subject content	11.6	88.4	13.8	86.2	X^2 = 0.36851 D.F. = 1 N.S. (0.5438)
	4. In the past I have found such courses to be a waste of time	9.4	90.6	11.0	89.0	X^2 = 0.17380 D.F.= 1 N.S. (0.6768)
	5. I feel adequately informed and educated	8.3	91.7	11.9	88.1	X^2 = 1.36198 D.F.= 1 N.S. (0.2432)
	6. I am satisfied with my teaching methods	9.0	91.0	11.0	89.0	X^2= 0.30593 D.F.= 1 N.S. (0.5802)
	7. Existing courses are unsuitable in their timing	12.6	87.4	18.6	81.4	X^2= 2.82178 D.F.= 1 N.S. (0.0930)
	8. Existing courses are well-known to be a waste of time	7.9	92.1	9.5	90.5	X^2= 0.20500 D.F.= 1 N.S. (0.6507)

Key to abbreviations: * (n) = Total number of respondents

** (1) = Respondents who ticked the reason

*** (2) = Respondents who did not tick the reason

Appendix 10.4

Table 3 Crosstabulation of Question by Main subject of Respondents

Question	Reasons	Academic (n=109)*		Industrial (n=191)		Commercial (n=90)		Agricultural (n=97)		Results
		(1)** %	(2)*** %	(1) %	(2) %	(1) %	(2) %	(1) %	(2) %	
20-If you would not like to go an in-service course of the kinds discussed above, what are your reason(s)?	1. Family commitment	39.4	60.6	22.0	78.0	34.4	65.6	14.4	85.6	X^2 = 21.43794 D.F.= 3 P<.001
	2.Existing *courses* are unsuitable in location	20.2	79.8	42.9	79.1	31.1	68.9	20.6	79.4	X^2 = 4.61045 D.F.= 3 N.S. (0.2026)
	3. Existing courses are unsuitable in subject content	15.6	84.4	11.0	89.0	16.7	83.3	8.2	91.8	X^2 = 4.37550 D.F. = 3 N.S. (0.2237)
	4. In the past I have found such courses to be a waste of time	16.5	83.5	5.2	94.8	13.3	86.7	9.3	90.7	X^2 = 11.06063 D.F.= 3 P<.02
	5. I feel adequately informed and educated	12.8	87.2	8.9	91.1	10.0	90.0	8.2	91.8	X^2 = 1.57619 D.F.= 3 N.S. (0.6648)
	6. I am satisfied with my teaching methods	11.9	88.1	8.4	91.6	14.4	85.6	6.2	93.8	X^2= 4.59974 D.F.= 3 N.S. (0.2036)
	7. Existing courses are unsuitable in their timing	13.8	86.2	16.2	83.8	22.2	77.8	8.2	91.8	X^2= 7.41507 D.F.= 3 N.S. (0.0598)
	8. Existing courses are well-known to be a waste of time	11.0	89.0	7.9	92.1	10.0	90.0	6.2	93.8	X^2= 1.87894 D.F.= 3 N.S. (0.5979)

Key to abbreviations:* (n) = Total of respondents

** (1) = Respondents who ticked the reason

*** (2) = Respondents who did not tick the reason

Appendix 10.4

Table 4 Crosstabulation of Question by Qualifications of Respondents

Question	Reasons	Less than Bachelor (n=187)* (1)** %	Less than Bachelor (n=187)* (2)*** %	Bachelor degree (n=300) (1) %	Bachelor degree (n=300) (2) %	Results
20-If you would not like to go an in-service course of the kinds discussed above, what are your reason(s)?	1. Family commitment	18.2	81.8	32.0	68.0	X^2 = 10.54532 D.F.= 1 P<.01
	2.Existing courses are unsuitable in location	21.9	78.1	23.0	77.0	X^2 = 0.02705 D.F.= 1 N.S. (0.8694)
	3. Existing courses are unsuitable in subject content	8.0	92.0	15.3	84.7	X^2 = 4.97352 D.F. = 1 P<.03
	4. In the past I have found such courses to be a waste of time	5.3	94.7	13.0	87.0	X^2 = 6.63283 D.F.= 1 P<.02
	5. I feel adequately informed and educated	7.0	93.0	11.7	88.3	X^2 = 2.37589 D.F.= 1 N.S. (0.1232)
	6. I am satisfied with my teaching methods	6.4	93.6	12.0	88.0	X^2= 3.43720 D.F.= 1 N.S. (0.0637)
	7. Existing courses are unsuitable in their timing	10.2	89.8	18.3	81.7	X^2= 5.35382 D.F.= 1 P<.03
	8. Existing courses are well-known to be a waste of time	6.4	93.6	10.0	90.0	X^2= 1.44039 D.F.= 1 N.S. (0.2286)

Key to abbreviations:* (n) = Total number of respondents

** (1) = Respondents who ticked the reason

*** (2) = Respondents who did not tick the reason

Appendix 10.4

Table 5 Crosstabulation of Question by Length of Experience of Respondents

Question	Reasons	Less than 10 Years (n=302)* (1)** %	Less than 10 Years (n=302)* (2)*** %	10 Years & over (n=185) (1) %	10 Years & over (n=185) (2) %	Results
20-If you would not like to go an in-service course of the kinds discussed above, what are your reason(s)?	1. Family commitment	22.5	77.5	33.5	66.5	X^2 = 6.53908 D.F.= 1 P<.02
	2.Existing courses are unsuitable in location	20.9	79.1	25.4	74.6	X^2 = 1.10757 D.F.= 1 N.S. (0.2926)
	3. Existing courses are unsuitable in subject content	8.3	91.7	19.5	80.5	X^2 = 12.08982 D.F. = 1 P<.001
	4. In the past I have found such courses to be a waste of time	7.0	93.0	15.1	84.9	X^2 = 7.60596 D.F.= 1 P<.01
	5. I feel adequately informed and educated	8.3	91.7	12.4	87.6	X^2 = 1.78536 D.F.= 1 N.S. (0.1815)
	6. I am satisfied with my teaching methods	8.3	91.7	12.4	87.6	X^2= 1.78536 D.F.= 1 N.S. (0.1815)
	7. Existing courses are unsuitable in their timing	16.6	83.4	13.0	87.0	X^2= 0.88197 D.F.= 1 N.S. (0.3477)
	8. Existing courses are well-known to be a waste of time	8.3	91.7	9.2	90.8	X^2= 0.03288 D.F.= 1 N.S. (0.8561)

Key to abbreviations:* (n) = Total number of respondents

** (1) = Respondents who ticked the reason

*** (2) = Respondents who did not tick the reason

Appendix 10.4

Table 6 Crosstabulation of Question by INSET Experience of Respondents

Question	Reasons	Had INSET course (n=257)* (1)** %	Had INSET course (n=257)* (2)*** %	Had no INSET (n=230) (1) %	Had no INSET (n=230) (2) %	Results
20-If you would not like to go an in-service course of the kinds discussed above, what are your reason(s)?	1. Family commitment	30.4	69.6	22.6	77.4	X^2 = 3.33222 D.F.= 1 N.S. (0.0679)
	2.Existing courses are unsuitable in location	25.7	74.3	19.1	80.9	X^2 = 2.61570 D.F.= 1 N.S. (0.1058)
	3. Existing courses are unsuitable in subject content	16.7	83.3	7.8	92.2	X^2 = 7.99139 D.F. = 1 P<.01
	4. In the past I have found such courses to be a waste of time	19.1	80.9	-	100.0	X^2 = 46.67380 D.F.= 1 P<.001
	5. I feel adequately informed and educated	10.5	89.5	9.1	90.9	X^2 = 0.12681 D.F.= 1 N.S. (0.7218)
	6. I am satisfied with my teaching methods	10.5	89.5	9.1	90.9	X^2= 0.12681 D.F.= 1 N.S. (0.7218)
	7. Existing courses are unsuitable in their timing	16.0	84.0	14.3	85.7	X^2= 0.13418 D.F.= 1 N.S. (0.7141)
	8. Existing courses are well-known to be a waste of time	9.3	90.7	7.8	92.2	X^2= 0.18653 D.F.= 1 N.S. (0.6658)

Key to abbreviations:* (n) = Total number of respondents

** (1) = Respondents who ticked the reason

*** (2) = Respondents who did not tick the reason

Appendix 10.5

Priorities of Respondents According to the Eight Independant Variables and Selected Areas of INSET (Dependant Variables)

Question number	Item number	Location N.	B.	Th.	Sex M.	F.	Main Subjects Ac.	Ind.	Com.	Agr.	Qualification Less Degree	Bachelor Degree	Length of Service -10 Years	10&+ Years	INSET Experience Had	Had no	Three Groups G.1	G.2	G.3	Group 2 S.	P.
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	5	4	3
	2	3	5	3	4	3	3	3	3	5	4	3	3	4	3	3	3	5	4	5	3
	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	1
	4	4	3	4	3	4	4	5	4	4	3	4	4	3	4	4	4	2	2	1	4
	5	5	4	5	5	5	5	4	5	3	5	5	5	5	5	5	5	3	3	3	2
13	1	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	4	1	6	2	1
	2	5	5	4	5	5	6	4	4	5	4	5	5	4	5	5	5	4	5	5	3
	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	6	1	6	6
	4	6	6	6	6	6	5	6	5	6	6	6	6	6	6	6	6	5	4	4	5
	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2
	6	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4
14	1	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	3	3
	2	1	1	2	2	1	1	2	1	2	2	1	2	2	2	2	2	1	2	1	1
	3	2	2	1	1	2	2	1	2	1	1	2	1	1	1	1	1	2	1	2	2
	4	3	3	2	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3	4	4
15	1	1	1	1	2	1	1	1	1	2	2	1	1	2	1	1	1	2	2	3	2
	2	2	2	2	1	2	2	2	2	1	1	2	2	1	2	2	2	1	1	1	1
	3	5	5	4	6	5	4	6	5	6	6	5	6	4	6	6	6	5	7	7	4
	4	3	3	6	5	3	3	5	3	4	5	3	3	5	4	3	4	3	5	3	3
	5	6	4	5	4	6	5	4	7	5	4	6	5	6	5	5	5	6	4	4	6
	6	11	8	11	10	10	10	11	10	10	11	9	10	11	11	10	11	7	8	6	7
	7	9	7	9	8	9	6	10	9	9	9	8	11	7	8	8	8	11	9	9	8
	8	8	6	7	7	7	7	7	6	7	6	7	7	8	7	7	7	9	6	8	7
	9	12	11	12	12	12	11	12	12	11	10	12	12	12	12	11	12	-	-	-	-
	10	10	9	10	11	8	9	9	8	12	8	10	9	10	10	9	10	8	8	5	8
	11	7	10	8	9	11	-	8	11	8	7	11	8	9	9	9	9	10	9	7	9
	12	4	3	3	3	4	8	3	4	3	3	4	4	3	3	4	3	4	3	2	5
16	1	6	3	4	4	5	3	5	4	5	5	3	5	5	4	5	4	4	3	5	4
	2	5	7	6	6	7	6	7	6	7	7	6	6	7	6	7	7	6	4	6	5
	3	2	1	1	1	1	2	2	2	2	2	1	1	1	1	1	1	1	1	2	1
	4	3	4	2	2	2	1	3	1	4	3	2	3	3	3	3	3	3	2	3	2
	5	1	2	3	3	3	5	1	3	1	1	4	2	2	2	2	2	2	5	1	3
	6	4	5	5	5	4	4	4	5	3	4	5	4	4	5	4	5	5	6	4	6
	7	7	6	7	7	6	7	6	7	6	6	7	7	6	7	6	6	7	7	7	7
17	1	3	4	3	4	4	3	4	3	3	4	4	4	4	4	4	4	3	2	2	3
	2	1	3	2	1	3	5	1	4	1	1	3	2	2	2	2	2	1	1	1	1
	3	2	2	1	2	1	1	2	1	2	2	1	1	1	1	1	1	2	3	3	2
	4	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	4	5	4
	5	4	1	4	3	2	2	3	2	3	3	2	3	3	3	3	3	4	5	4	5

Appendix 10.5 (cont.)

	‡		‡			‡			‡					‡				‡			‡			‡‡				‡			
18	‡	1	‡	4	4	4	‡	5	4	‡	3	5	4	5	‡	5	4	‡	4	5	‡	5	4	‡‡	5	5	4	‡	4	6
	‡	2	‡	6	6	6	‡	6	7	‡	6	6	6	6	‡	6	6	‡	6	6	‡	6	6	‡‡	6	4	3	‡	-	4
	‡	3	‡	3	3	3	‡	3	3	‡	4	3	3	3	‡	3	3	‡	3	3	‡	3	3	‡‡	3	2	2	‡	3	2
	‡	4	‡	1	1	1	‡	1	1	‡	1	1	1	1	‡	1	1	‡	1	1	‡	1	1	‡‡	1	1	1	‡	1	1
	‡	5	‡	2	2	2	‡	2	2	‡	2	2	2	2	‡	2	2	‡	2	2	‡	2	2	‡‡	2	3	1	‡	2	3
	‡	6	‡	8	7	5	‡	7	8	‡	7	7	7	7	‡	8	7	‡	7	8	‡	7	8	‡‡	7	7	-	‡	4	6
	‡	7	‡	5	5	3	‡	4	5	‡	5	4	5	4	‡	4	5	‡	5	4	‡	4	5	‡‡	4	6	6	‡	-	6
	‡	8	‡	7	8	7	‡	8	6	‡	8	8	6	8	‡	7	8	‡	8	7	‡	8	7	‡‡	8	8	5	‡	-	7

Key to abbreviations: N = Nineveh province
B = Baghdad province
Th= Thi-Qar province

M = Male
F = Female

Ac = Academic Subjects
Ind = Industrial Subjects
Com = Commercial Subjects
Ag = Agricultural Subjects

-10 = Less than 10 years
10 & += 10 years and over

S. = Supervisors
P. = Principals

G.1 = Group 1 (Teachers and Instructors)
G.2 = Group 2 (Supervisors and Principals)
G.3 = Group 3 (Lecturers on INSET courses)

Appendix 10.6

Crosstabulation of Questions by Opinions of Group 2 According to Type of Job (Supervisors and Principals)

Statements (Roles and Participations)	Responses Rubric	Group 2 Supervisors %	Principals %	Results	Key
1. Principals should play a role (with others) in planning the courses.	1	62.5	76.9	X^2= 0.4	Response Rubric
	2	37.5	23.1	D.F.=1	1= Respondents
				N.S. (0.5137)	agreed
	Total	100.0	100.0		2= Respondants
2. Principals should play a role (with others) in lecturing on the courses	1	31.3	30.8	X^2= 0.0	did not
	2	68.8	69.2	D.F.=1	agree
				N.S. (1.0000)	(No asver
	Total	100.0	100.0		given)
3. Principals should play a role (with others) in following up courses at schools after	1	62.5	65.4	X^2= 0.0	Number are
	2	37.5	34.6	D.F.=1	expressed as
				N.S. (1.0000)	percentages
	Total	100.0	100.0		
4. Supervisors should play a role (with others) in planning the courses.	1	81.3	50.0	X^2= 2.9	
	2	18.8	50.0	D.F.=1	
				N.S. (0.0895)	
	Total	100.0	100.0		
5.Supervisors should play a role (with others) in lecturing on the courses	1	56.3	57.7	X^2= 0.0	
	2	43.8	42.3	D.F.=1	
				N.S. (1.0000)	
	Total	100.0	100.0		
6.Supervisors should play a role (with others) in following up courses at schools, after	1	75.0	57.7	X^2= 0.6	
	2	25.0	42.3	D.F.=1	
				N.S. (0.4207)	
	Total	100.0	100.0		
7. Principals and supervisors should only be consulted beforehand, and should leave planning,lecturing and followin up to others	1	37.5	34.6	X^2= 0.0	
	2	62.5	65.4	D.F.=1	
				N.S. (1.0000)	
	Total	100.0	100.0		
8. Teachers and instructors (trainees) should play a role in planning and determining the in-service courses content	1	31.3	34.6	X^2= 0.0	
	2	68.8	65.4	D.F.=1	
				N.S. (1.0000)	
	Total	100.0	100.0		

Appendix 10.7

Number of Significant and Non Significant Differences which were found Existing by 235 Crosstabulation Relationships Between the 5 Independent variables and 47 Items of INSET Courses in the Future (Dependent Variables)

Independent variables	(1) No. & % of significant relationships		(2) No. & % of non-significant relationships		(3) Total of relationships significant & non significant		(4) No. & % of compainioned with differences of respondents' priorities	
	No.	% (1÷3)	No.	% (2÷3)	No.	%	No.	% (4÷3)
1. Location	20	42.6	27	57.4	47	100.0	16	34.0
2. Sex	14	29.8	33	70.2	47	100.0	10	21.3
3. Main subjects	27	57.4	20	42.6	47	100.0	23	48.9
4. Qualification	16	34.0	31	66.0	47	100.0	13	27.7
5. Length of Teaching experience	6	12.8	41	87.2	47	100.0	3	6.4
Total & %	83	35.2	152	64.7	235	100.0	65	27.7

Appendix 10.8

Suggestions of Respondents

1. Role of teachers and instructors:

1.1 Learning about individual difficulties.

1.2 Maintaining professional relationships with other teachers and administrators.

1.3 Selecting and specifying performance goals and objectives.

1.4 Diagnosing basic teaching difficulties.

1.5 Keeping up to date with new developments in their own field of study.

1.6 Selecting and developing material for self study.

1.7 Planning teaching activities with other teachers, supervisors or administrators.

1.8 Developing or modifying teaching practices to suit their own abilities.

1.9 Conducting questionnaires in order to promote discussion.

1.10 Using audio visual and other mechanical aids.

1.11 Creating of remedial material for those learning difficulties.

1.12 Finding ways to develop and encourage students to become independent and responsible.

1.13 Developing pupils attitudes and values.

1.14 Participating in evaluation of syllabus and vocational text-books evaluation.

1.15 Visiting and observing other teachers in their own or other schools to share teaching experience.

1.16 Participating in educational research.

1.17 Participating in non-class-room activities which are in accord with the general aims of the profession, such as annual exhibitions and scientific trips.

1.18 Voluntary participation in seminars, debates, conferences etc.

1.19 The time management of the school day so that of each educational operation, is completed within the time allocated.

1.20 Lecturing on INSET training courses.

1.21 Participating in the planning of the various aspects of their INSET course as part of their careers.

1.22 Regarding INSET activities as apart of their careers.

1.23 Applying the results of research in the classroom situation.

1.24 Attending voluntary INSET courses.

1.25 Helping and supporting new teachers.

1.26 Transmitting the knowledge and skills gained on INSET courses to his/her colleagues.

1.27 Attending INSET courses at times specified.

1.28 Planning in his/her area or school, similar INSET courses to those attended.

1.29 Acquiring magazines, periodicals and scientific journals.

1.30 Reporting upon the INSET attended and giving feedback so INSET courses can be improved.

1.31 Corresponding with his/her supervisor (course tutor) about difficulties which may be faced in applying the information gained.

1.31 Teachers should be psychologically equipped to fulfil the responsibilities of a teaching career.

2 Role of Vocational School:

2.1 Allowing teachers and instructors to visit other classes in their schools and/or others, to observe other teachers' methods, and to participate in small groups for solvin educational problems.

2.2 Operating a system for day release of teachers to attend seminars or conferences.

2.3 Actively encouraging INSET courses within the vocational school system.

2.4 Establishing the position of senior teacher within each subject group; such teachers support colleagues in solving their education problems.

2.5 Releasing selected teachers to attend INSET courses for the period specified.

2.6 Allowing teachers to specialise and teach within the boundaries of their expertise.

2.7 Following up trainees and providing them with all the educational material they need to do their job in according with their training.

2.8 Asking trainees to provide a detailed and considered written report about the and potential benefit to be derived from applying the knowledge gained from INSET in school.

2.9 Utilising the TV.C.C. in break time, to show sciantific and educational films of particular interest and relevance to their staff.

2.10 Setting up a sciantific and educational library to serve the teaching staff, especially probationary teachers.

2.11 Honouring innovative teachers and instructors in the cultural seasons and national festival.

2.12 Inviting local teachers and instructors to seminars and discussions of recent.

2.13 Working to improve the attitudes of teachers and instructors.

2.14 Holding annual cultural and scientific festivals.

2.15 Studying teachers' reports and inquiring about their INSET needs.

2.16 Identifying genuine INSET needs and suggesting suitable times to hold INSET courses.

2.17 Evaluating teachers' achievement after INSET courses, by means of a card record in the school.

2.18 Allowing attendance on INSET courses to be a matter of free choice rather than imposed by IAVD.

2.19 Putting forth a yearly training plan for teaching staff, to central administration.

2.20 Co-operating fully with other training organisations in every aspect of INSET training.

2.21 Encouraging teachers to attend INSET courses.

2.22 School principals should observe teachers in their classroom to familiarise themselves with problems and difficulties faced, before drawing up their annual training plans.

2.23 A progress report should be submitted to the training body to assist the organisers in planning new courses (feedback)

2.24 Schools should be closed at the beginning of the academic year for 4-5 working days to enable a teaching staff to discuss teaching programmes and teachers needs, and for the provision of educational material.

2.25 Arrangements should be made to help newly appointed teachers and instructors.

2.26 INSET activities should be school based, e.g. panels, workshops, model and demonstration lessons and seminars, mostly in scientific educational research.

2.27 A INSET committee comprising of school principals, department heads, teachers/ instructors, representatives of the teaching unions and other relevant unions should be set up in every vocational school to plan annual training plans.

3. Role of General Directorate of Education (GDE)

3.1 Co-ordinating with educational and non-educational establishments such as universities, colleges, vocational centres and institutes .. etc. to create more INSET training opportunities for teachers.

3.2 Assigning teachers and instructors to teach their own specialist subjects.

3.3 Allowing give vocational schools complete freedom in planning and formulating their own INSET activities.

3.4 Setting out the definition and scope of INSET courses.

3.5 Being involved with schools administration in identifying the INSET priorities for teachers.

3.6 Providing financial and material resources when setting up INSET courses and easing the selection procedure.

3.7 Publishing and distributing a prospectus of INSET courses.

3.8 Suggesting INSET plans at the provincial level.

3.9 Rewarding trainees financially or otherwise.

3.10 Following up INSET course participants.

3.11 Setting up the higher committee chaired by the GDE in each province, including vocational school principals and representatives of the important production and scientific establishments (agricultural, commercial and industrial) as members.

3.12 Sending INSET reports and instructions, posters, and circulars to all teaching staff.

3.13 Increasing the number of principals' assistants to support schools administrative officers, in relation to the number of schools in each area.

3.14 Providing transport for teachers to and from INSET courses.

3.15 Employing qualified teachers as principals to improve the present situation of vocational school administration.

3.16 Setting up regional INSET committees outside Baghdad. (in baghdad the Directorate of INSET Training will be responsible for training re-training and qualifying teaching staff). Each committee will be under the chairmanship of the GDE. and membership will be a senior specialist supervisor.

4. Role of EVE and Vocational supervisors in Baghdad

4.1 Setting up new body, to be called the Directorate of INSET Training, within the EVE, to organise INSET activities.

4.2 Setting up a high committee to frame future INSET policy. This could be advised by the teachers unions and other bodies responsible for.

4.3 Increasing the financial and technical ability of IAVD so it can be more effective in providing INSET opportunities, especially with teachers centres in all Iraqi provinces.

4.4 Co-operating with the academic administration to expand the existing teacher centres in the Iraqi provinces which cover vocational subjects.

4.5 Increasing the number of annual scholarships to foreign countries.

4.6 Applying the results of the follow up evaluation of the INSET courses.

4.7 Allocating a special annual budget to each vocational school to cover the cost of its INSET activities whether inside the schools or otherwise.

4.8 Distributing the national and international INSET reports and periodicals to the vocational schools.

4.9 Helping teachers and instructors to continue in higher education to gain further qualifications.

4.10 Trying to set up the INSET courses near the trainees' work place.

4.11 Providing better facilities for the trainees.

4.12 Publishing an annual INSET guide, and distributing it to all the vocational schools in Iraq.

4.13 Reducing the number of students of schools to a level which will enable administrations to observe and evaluate their teaching effectiveness and help them adequately.

4.14 Selecting of gifted teachers for training as training leaders.

4.15 Encouraging the movement for translation of teaching material from foreign languages into Arabic and vice versa, especially in the area of staff development.

4.16 Selecting gifted and talented teachers to become supervisors in the various vocational and academic subjects so as to help teachers and solve their professional problems.

4.17 Reducing the supervisors' work load so they can have the time to diagnose the weaknesses of the teaching staff.

4.18 It would be helpful for supervisors to use a formal check-list to guide their observations and act as a record of the teachers' progress.

4.19 Increasing the number of annual supervisory visits to classrooms, firms, and workshops, and giving more time to interviewing teachers, and discussing their problems.

4.20 Abolishing the employment of vocational school graduates as instructors.

4.21 Providing the educational and scientific aids and equipment needed to help the teachers in their careers.

4.22 Conducting a survey of teachers' INSET needs, and setting up a national plan to qualify unqualified teachers, as well as training and retraining qualified teachers.

4.23 Providing financial support for INSET trainees at the beginning of their course.

4.24 Providing INSET Posters, Circulars, and other printed matter for vocational schools.

4.25 Drawing up a regulation requiring each teaching staff member to take part in at least one INSET course in each 3 year period.

4.26 Setting up a time-table for the training of all teachers over a period of time.

4.27 Instructing teachers to participate in educational and scientific research, particularly in that related to development of teaching staff.

4.28 Considering the views of the supervisors and principals when selecting trainees for INSET courses.

4.29 Asking of vocational schools about their annual INSET activities and suggesting the difficulties they may face.

4.30 Taking account of schools' other commitments before imposing INSET instructions, so that programmes are to realistic and feasible.

4.31 Co-operating with other educational establishments such as universities colleges, institutes,

whose facilities and staff can be utilised in INSET.

4.32 Supporting the idea of a separate training institute, due to the nature of the work and subjects in the vocational field, and pressing for improvements in the IAVD building.

4.33 Co-operating with the higher central education office with a view to securing training places for vocational school teaching staff in all public establishments.

4.34 Decreasing the work load of teachers in order to encourage them to participate in the INSET programmes.

4.35 Operating the long range INSET plan (fifth or tenth year).

4.36 Offering better grants incentives and rewards to the trainees.

4.37 Directly negotiating with teaching staff in all the vocational schools, independant of school administration.

4.38 Revising the present curriculum.

4.39 Adopting new criteria for selection of trainees.

4.40 Establishing committees including experts in educational and scientific fields to set up suitable programmes for INSET courses.

4.41 Setting up special programmes to re-train the teaching staff members in their probationary year, as well as those who come from non-educational establishments.

4.42 Ascertaining the needs for refresher and qualifying courses and determining who can be given the authority to organise INSET.

4.43 Increasing INSET opportunities for older (long service) staff.

5. Role of University, College, institute:

5.1 Identifying and weeding out below-standard trainees (students) early in the pre-service course.

5.2 Building good relationships between the universities and their graduates by following them up in their subsequent careers.

5.3 Making available grants to enable gifted trainees to continue their higher education.

5.4 Setting up a number of study seats annually, for vocational teaching staff.

5.5 Co-ordinating with, and vocational schools to draw up a policy which will meet teachers' training needs.

5.6 Improving observation and practical lessons in pre-service training of student teachers.

5.7 Participating with the EVE, industrial, agricultural, commercial and other bodies who are in charge of their graduates, in setting up the curricula and study plan for the vocational schools.

5.8 Revising approved programmes in order to integrate the teaching profession and the real world.

5.9 Setting up special INSET courses for newly appointed teaching staff at least one month before they commence their careers, in order to asses their suitability.

5.10 Starting INSET courses in new scientific and educational subjects.

5.11 Starting INSET courses in vocational school curriculum in order to help teachers to teach and analyse their subject.

5.12 Allowing vocational teaching staff to use their laboratories, libraries etc., particularly when they provide INSET.

5.13 Providing specialist lecturers, educational and training aids, and scientific resources which the INSET courses need.

5.14 Giving advice about the content of INSET.

5.15 Setting up special committees to follow up graduates and trainees.

5.16 Producing and disseminating information on INSET activities.

5.17 Allocating one day a week for university staff to lecture on INSET courses.

5.18 Awarding certificates to successful trainees.

5.19 Modifying higher education laws and instructions so that certificates can be awarded for part time and full time courses.

6 Role of Other Bodies and Organisations (e.g.:Iraqi Media, Teachers Union ..etc.)

6.1 Producing and transmitting educational TV programmes on vocational subjects.

6.2 Reporting upon educational conventions (both national and international).

6.3 Hosting and reporting meetings between the educational experts and teachers in charge of INSET courses.

6.4 Producing and distributing educational and scientific documentary films to help teachers to solve their teaching and professional problems.

6.5 Motivating the various establishments to issue educational and scientific magazines and papers which focus upon teaching and educational research.

6.6 Teaching unions should participate in, and set up a number of seminars, meetings and conferences to discuss educational matters.

6.7 Other unions and organisations should take part in organising vocational and educational seminars, meetings and conferences.

6.8 Teachers unions should award scholarships for successful trainees outside and inside the country.

6.9 Publishing news of pre-and in-service activities in vocational journals.

6.10 The Iraqi teachers union should have its own INSET courses for the teachers committee, to meet the requests made by vocational teaching staff.

6.11 The Iraqi teachers union should contribute in INSET training, with the courses planned and run by teachers.

6.12 The Iraqi teachers union should provide the opportunity for teachers to go on exchange trips abroad.

6.13 There should be a monthly magazine produced by the Iraqi teachers union, dealing with INSET education.

6.14 There should be an annual exhibition and educational competition organised by the teachers unions.

6.15 The Iraqi mass media, libraries, sciantific research institutes and the centre for handicapped should make their entry into INSET education.